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ABSTRACT

This five-part report outlines characteristics of the Nebraska Community College System (NCCS). The first section describes the evolution of the NCCS, including the system's emphasis on occupational versus transfer education, statutory provisions, the historical development of two-year colleges in Nebraska since 1926, issues of local control with regard to the role and mission of the colleges, the area and state organizational structure, and the future potential of the NCCS given enrollment and budgetary projections. The second section outlines the programs and services of the NCCS and reviews the system's philosophy, goals, and mission as they relate to national trends and state priorities. The third section presents student demographic data for the 1988-89 academic year, total enrollments by college since 1976, total postsecondary enrollments and total freshman enrollments in Nebraska since 1980 by type of institution, unduplicated headcount enrollment by county, placement of graduates by county, grade point averages of transfer students since 1984, and a summary of the NCCS's economic development activity. The next section addresses issues of system financing, providing an overview of the sources of system revenues and expenditures by program and object. Cooperation with business and industry, articulation with educational institutions, and statewide coordination of educational efforts are examined in the final section. Appendixes discuss community college development in the United States, present legislation related to the NCCS's role and mission assignments, and list organizations and colleges involved in formal and informal cooperative agreements. Eighteen figures are included. (JMC)

ED329307

# *A PROFILE OF NEBRASKA'S COMMUNITY COLLEGE SYSTEM*

Mary Margaret Simpson

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**Education Working For Nebraska In The Past And Into The Future**

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# A PROFILE OF NEBRASKA'S

# COMMUNITY COLLEGE SYSTEM

April 1985
(First Revision January 1986;
Second Revision May 1990)

Prepared by the Nebraska Technical Community College Association


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# EVOLUTION OF THE COMMUNITY COLLEGE SYSTEM IN NEBRASKA

## DIFFERING PRIORITIES

**Occupational Emphasis:** The origins of the current Community College system in Nebraska generally reflect national trends. However, the Nebraska colleges have always emphasized occupational education, designed for immediate employment, more heavily than academic transfer programs, designed to continue into four-year schools. Moreover, the Nebraska system of comprehensive community colleges is relatively young. In 1921, state legislation in California provided for the organization of junior college districts with local control. Nebraska legislation providing for a statewide system of two-year schools didn't come until 1965.

The philosophy of service to community was the initial stimulus that gave rise to Nebraska's two-year institutions and it has remained the ongoing purpose of Nebraska's Community Colleges. Whereas, the national "junior" college movement (see Appendix I) began with an overriding mission of providing the first two years' education for students planning to continue their study at some of the nation's more elite four-year colleges, the initial impetus for Nebraska's two-year colleges was to serve the needs of communities, essentially its students, in particular geographical areas. Whether for occupational training or a continuation of academic education, Nebraska's community colleges were established to meet local and state needs, not the requirements of traditional four-year institutions. The development of the community college system in Nebraska based on this practical philosophy of giving first priority to student and community needs, now provides Nebraska a competitive advantage in serving business and industry through applied technology training, a service which is rapidly evolving as a primary role of community colleges around the country. As Americans generally have begun to recognize the need for a well-trained work force to enable the nation to compete in today's, and especially tomorrow's, high-tech and highly competitive international market place, Nebraska's community college system is well positioned to serve the state through the end of this century and into the next.

## STATUTORY PROVISIONS

**Enabling Legislation:** The Nebraska Community College system evolved from at least three separate sources: 1) Local junior colleges, offering predominately academic transfer programs; 2) State vocational/technical colleges, awarding vocational/technical degrees; and 3) area vocational/technical schools. The latter two offered programs designed specifically for occupational job entry. In 1971, the State Legislature created one system of two-year institutions, and in 1975, established the six Community College Areas. Currently, the six Areas are independent political subdivisions supported by a combination of property taxes, State-aid, tuition, and other miscellaneous funds.

The Community College Areas were set up by the Nebraska Legislature to continue the tradition of providing educational and public services adapted to local and regional community needs. The enabling legislation creating the Areas states:

> *The Legislature hereby declares that for a technical community college to be truly responsible to the people it serves, primary control of such colleges must be placed in the citizens within the local areas so served. It is the intent and purpose of sections 79-2636 to 79-2662 to create locally-governed and locally-supported technical community college areas with the major educational emphasis on occupational education. Each technical community college area is intended to be an independent, local, unique, and vital segment of higher education separate from both the established elementary and secondary school system and from other institutions of higher education, and not to be converted into four-year baccalaureate degree-granting institutions.*

The State Role and Mission Statutes, which describe the areas of responsibility for all public higher

education, further specify that:

*The technical community college areas, individually and collectively, shall provide the following instructional and service priorities:*

*1) Vocational/technical programs and non-degree occupational education;*
*2) General academic transfer degree programs at those campuses authorized for such programs; and,*
*3) Avocational and recreational courses.*

And that:

*The technical community college areas shall be responsible for public service activities within each area.*

## HISTORICAL DEVELOPMENT

State Development: Because Nebraska was slow in developing a statewide system for two-year institutions, the state's Community Colleges are relatively young institutions, both in relation to other State schools and to other community college systems. In 1922, Nebraska was one of only eleven states without a two-year educational institution. Nebraska citizens first responded to what they identified as a critical gap between high school and four-year college education in the mid-1920s. The first two-year institutions established in Nebraska were junior colleges. Initially, several school districts felt the need for local two-year institutions and created junior colleges at McCook and Scottsbluff in 1926. Later, additional colleges were established at Norfolk in 1928, Fairbury in 1941, North Platte in 1965, and Columbus in 1969. Platte College in Columbus was sponsored and supported by the county whereas the other junior colleges originated and were governed by local school districts. However, because of the increasing financial burden imposed on the school districts, institutions began to adopt the Columbus model, and broadened their tax base to countywide operations in the ensuing years.

The first postsecondary "technical" institution, exclusively offering two-year postsecondary degrees in vocational/technical programs was established by the Nebraska Unicameral in 1941 at Milford. This State institution, operated by the Nebraska Department of Education, was originally intended to meet the occupational education needs of the entire state. This site was chosen to take advantage of an available U.S. military facility. In 1965, a second State-operated vocational/technical college was added at Sidney, also on the site of a former military base. The State Department of Education continued to administer these institutions until the implementation of the statewide Community College system on July 1, 1973. The offerings at Milford were initially limited to basic technical, trade, and industrial programs. Eventually, however, there was a need for other postsecondary occupational programs to train and supply skilled personnel throughout the state. This was particularly true of nursing and other health-related training. At that time, virtually all nursing education was conducted by hospitals that were limited both in available training positions and financial resources. As the need for various technically skilled employees increased, many concerned Nebraskans began a long-range program to institute an Area concept of institutions to better serve the state. This concept took several years to develop because of resistance at both state and local levels to expanding the vocational-technical system.

In the early 1960s, a number of influences, in federal and state government, precipitated the coming of age of community colleges in Nebraska. Nationally, the Truman Commission report in 1947 *(The President's Commission on Higher Education for American Democracy)* made its case for opening up higher education for all segments of American society. Then following the successful launch of the Russian Sputnik satellite on Oct. 4, 1957, which signalled the beginning of the space race, a shocked America began serious debate on how best to train the engineers and technicians necessary to beat the Soviets in space development. Most of the initial debate centered on upgrading instruction in math and science in elementary and secondary schools and on beefing up the research function at universities.

In 1961, the National Science Foundation described the impending shortage of technicians in the U.S. The NSF concluded that by 1970, the nation would need more than 1.75 million technicians and that the supply of current technicians plus those produced by junior colleges, technical institutes, industrial training programs and the military would fall short by more than 800,000. Despite rising unemployment at the time, there were thousands of specialized jobs which went chronically unfilled. Then, too, the country faced a rapid growth in the number of students entering colleges as the "Baby Boom" generation came of age. President John F. Kennedy in his message to Congress on February 20, 1961, called for "a review and re-evaluation" of the National Vocational Education Acts as a consequence of "the technological changes which have occurred in all occupations ...." The subsequent recommendations by a panel of consultants set the stage for passage of the Vocational Education Act of 1963, one-third of the funds of which were earmarked for area vocational schools or the training of post-high-school youth and adults.

Aware of the national attention that vocational education was attracting, Nebraskans, too, were concerned about gaps in postsecondary opportunities and programs in many parts of the state and especially the need for job training across the state. Debate accelerated on a state system of junior and technical colleges that could reach commuter-students in all areas of the state. A legislative resolution in 1963 directed the Legislative Council Committee on Vocational Technical Schools to study the needs of additional vocational-technical schools in Nebraska and report its findings to the 1965 Legislature along with its recommendations. Among conclusions of the report, released in November 1964, were that:

> *The scope of vocational education subject matter in Nebraska needs to be broadened. ... Vocational-technical programs should be provided reasonably close to all citizens ... Geographical distance eliminates more students than does financial limitation. ... The State of Nebraska should assume more legislative or supervisory and financial responsibility for training and retraining more of its youths and adults. ...* (The common agreement that vocational-technical education should be kept out of four-year colleges) *lends support to the development of community colleges and the broadening of the functions of existing junior colleges both in theory and practice toward the true community college concept.*

The report made five specific recommendations: "1) that the state adopt a policy of furnishing state funds for the equipment and operation of a vocational-technical education program, whether the program is a separate entity or in another institution; 2) that whenever the Legislature determines upon the basis of criteria and need a vocational-technical school is to be established, the community involved should be encouraged to provide facilities - if the community is unable, then the state may meet this responsibility ...; 3) that the state supported vocational-technical schools be operated on a 12-month basis; 4) that the State Board of Vocational Education be empowered to employ staff and/or enter into joint contract with other institutions to develop a comprehensive vocational-technical education program ...; and 5) that the first priority location for a vocational-technical school should be North Platte. It is recognized that there are also critical needs elsewhere in Nebraska, and that the Legislature should determine on the basis of need, where other schools will be placed."

In 1965, the Legislature expressed its intent to set up an area system of vocational/technical schools. LB 581 provided that county voters could elect to join multi-county districts and levy local property taxes up to two mills, in support of the area institutions. In addition, the law authorized a biennium State-aid appropriation. Central Nebraska Tech was the first of five schools to be established under this legislation. Mid-Plains at North Platte and Northeast at Norfolk soon followed, with the Omaha and Lincoln areas (later to be designated the Metropolitan and Southeast Areas, respectively) established in 1967. The state was following through on its intent to provide technical education in all parts of the state.

Coincidently, the federal government expressed its own commitment to the ideal of opening higher education to all citizens with the passage of the Higher Education Act in the fall of 1965. The Basic Education Opportunity Grants (today's Pell Grants) greatly enhanced federal student financial aid. Many students were then able to attend college who otherwise would not have viewed higher education as an option.

With the growing awareness of the need for people trained in supervisory and technical fields, emphasis

at the existing junior colleges began shifting to occupational programs. This shift, reflecting a general belief that the State should provide equal educational opportunities and services appropriate to the interests and demands of all citizens, was a simple extension of the practical philosophy that initially gave rise to the state's two-year colleges.

Current System: In 1971, the Nebraska Legislature passed LB 759 which combined the junior colleges, State vocational/technical colleges, and the area technical schools into one system of two-year institutions. The 1971 law allowed counties voluntarily to join existing areas. Those counties which did not voluntarily do so were to be assigned to an area by the 1973 Legislature. The consolidation originally established eight Technical Community College Areas: Central, Eastern, Lincoln, Mid-Plains, Omaha, Northeast, Southeast, and Western. The number was reduced to six when Lincoln merged with Southeast in 1973 and Omaha and Eastern became Metropolitan in 1974. (See map on next page.) Operation of all public two-year colleges became the responsibility of the Area within whose boundaries those institutions were located. Explicitly stated in LB 759 was the definition of a technical community college as "an institution ... offering vocational/technical education, two-year academic programs, and comprehensive community service programs."

As conceived in 1971, the Nebraska Community College Areas were to be governed locally by elected boards. The statutes also provided for a State Governing Board, composed of representatives from each Area board. The State Board had actual state-level governing authority similar to the University Board of Regents and the State College Board of Trustees. Area budgets were established by the Legislature and reviewed by the State Board. The receipt of State-aid was contingent upon a local contribution to be raised by a minimum property tax levy. This system of cooperative State and local governance and financing was declared unconstitutional by the Nebraska Supreme Court in June 1974. The ruling was based on the "Duis Amendment" to the Nebraska Constitution, which prohibits the State from levying a property tax for State purposes. The Court found that the State controlled the operation of all Areas for the benefit of the state as a whole, and thus, the property tax levied by the Areas violated the State Constitution.

## LOCAL CONTROL AND ROLE AND MISSION

Local Control: After the Nebraska Supreme Court ruled that the six Areas were, in fact, State-controlled, the Community Colleges operated as State agencies during the 1974-75 fiscal year. The next year, the governance of the Community Colleges was returned to local Boards of Governors by LB 344, where it has since remained. As part of LB 344, property tax assessment authority was vested with each Area board up to a maximum of two mills for operations, and one-half mill for capital improvement and retirement of bonded indebtedness. Currently, the Areas may levy up to 9 cents per $100 of property valuation for operations, and 1.8 cents per $100 for capital projects. Additionally, with a three-fourths majority vote of the its board, Areas may levy up to an additional 2.5 cents per $100 of valuation for operations. State-aid to the Areas for operating expenses was continued and distributed according to weighted FTE enrollment. The intent language of the 1975 legislation reaffirmed that the Colleges were to respond to local needs, and that two-year and vocational-technical education was to remain the major educational emphasis. No restrictions were placed on two-year academic transfer programs.

Role and Mission: What is now commonly referred to as the "State Role and Mission" legislation, first embodied in LB 756, passed the Nebraska Legislature in 1978. This legislation gave the Nebraska Community College Areas sole responsibility for postsecondary education up to and including the associate degree (with exceptions in some health fields and agriculture), established general program priorities for the Colleges, and restricted academic transfer programs offered by the Areas to specific campuses.

Since passage of the Role and Mission Statutes, few major legislative changes have occurred in either the organizational format or educational goals of Nebraska's Community Colleges. The Colleges continue to evolve and develop as the needs of their Areas dictate, for example increasing their emphasis on economic development. However, most changes have been the result of internal policy rather than external legislation. Two exceptions, however, are academic transfer in the Metropolitan Area and Associate Degree Nursing.

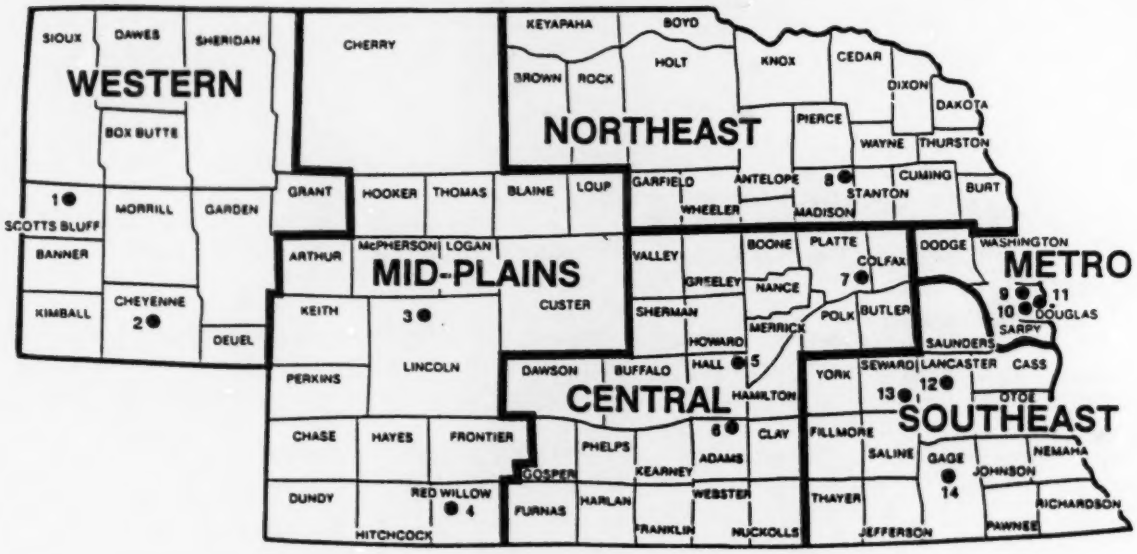
From 1978 to 1984, five Areas could offer academic transfer at six sites, with the Metropolitan Area excluded completely. In 1984, however, the Unicameral authorized a general academic transfer program for the Fort Omaha Campus in the Metropolitan Community College Area. Currently, each Community College Area includes at least one campus where academic transfer programs may be offered.

Another program change resulted from legislation eliminating the Associate Degree in Nursing at the University of Nebraska, thereby allowing the Community Colleges to offer the program. (Previously, the University had offered the only public ADN program in the state, but the University Board of Regents voted to end the program to focus on baccalaureate and graduate nursing as well as in response to fiscal pressures from cutbacks in state support.)

*FIGURE 1*

**NEBRASKA'S COMMUNITY COLLEGES**

AREAS AND CAMPUS LOCATIONS




WESTERN
1. Scottsbluff Campus*
2. Sidney Campus

MID-PLAINS
3. Mid-Plains CC, North Platte*
4. McCook Community College, McCook*

CENTRAL
5. Grand Island Campus
6. Hastings Campus
7. Platte Campus, Columbus*

NORTHEAST
8. Northeast CC, Norfolk*

METROPOLITAN
9. Fort Omaha Campus*
10. Elkhorn Valley Campus
11. South Omaha Campus

SOUTHEAST
12. Lincoln Campus
13. Milford Campus
14. Beatrice Campus*

*Campuses that offer academic transfer programs

## AREA AND STATE ORGANIZATION STRUCTURE

**Area Structure and Governance:** As established by the Legislature, the fundamental organizing principle of the Nebraska Community College system is local control. The elected, eleven-member Area Boards of Governors have the ability to respond quickly and independently to the needs of their communities, citizens, businesses, and industries. Flexible response to local demands, promoted by local governance, is viewed by the Areas as essential to meeting their educational and public service roles.

As independent political subdivisions, the six Community College Areas are responsible directly to their local constituents, and indirectly to the State Legislature. Each Area is divided into five electoral districts. Two individuals elected from each district and one person elected from the Area at-large, comprise the eleven-member Board of Governors for each Area. Board members serve four-year terms, staggered so that the voters of each district elect one member every two years. State statutes grant a wide range of powers and duties to these Governing Boards, including: prescribing courses of study; employing an executive officer and staff; constructing and maintaining facilities; establishing fees and charges; granting diplomas, degrees, and certificates; entering into agreements for services, facilities, or equipment for the presentation of courses to students; and setting property tax levies necessary to carry out provisions of State law. The Area President is the executive officer of the Board of Governors and reports directly to the Area board. This individual is charged with implementing board policies and administering the Area.

There are several organizations that work closely with the Community Colleges although none have statutory control over the Areas. Among these are the Nebraska Coordinating Commission for Postsecondary Education, the Nebraska Council on Vocational Education, the Division of Vocational Education in the State Department of Education, the Legislative Fiscal Office, the State Auditor's Office, the Department of Administrative Services Budget Office, and the Nebraska Technical Community College Association (NTCCA).

**State Coordination:** The enabling legislation that created the Community College Areas in 1971 also established a State Board for Community Colleges with extensive program and budget authority over the Areas, administered by an executive director. However, in 1974, the Nebraska Supreme Court ruled that this authority actually recast the Community Colleges as State agencies. The State Board then became the central governing board of the Community College Areas and the Area Boards were stripped of the property tax authority. Early drafts of the legislation that restored local control to the Colleges in 1975 included a State Board for Community Colleges. However, the final version of the bill omitted that provision.

For the first two years of the Areas' independent operation, the Nebraska Coordinating Commission for Technical Community Colleges existed as an advisory body to provide recommendations on Area operations and policy. This commission was eliminated in 1977. Since that time, the Areas have operated as six autonomous political subdivisions. However, the local governing boards recognized the desirability of voluntary coordination among the six Community College Areas, and created the Nebraska Association of Community College Trustees (NACCT), a statewide organization for board members. This organization was superceded by the Nebraska Technical Community College Association (NTCCA) in 1980, which functions, as did its predecessor, as a coordinating body for Area Governing Boards.

The Nebraska Technical Community College Association is a voluntary, nonprofit corporation whose members are the Community College Areas. The NTCCA is governed by a Board of Directors composed of two representatives from each Area Board of Governors. The goals of the organization, as set forth in its bylaws, are "to promote the welfare and common good of Nebraska's Community College Areas and to advance the concepts of technical community college education." (See Figure 2.)

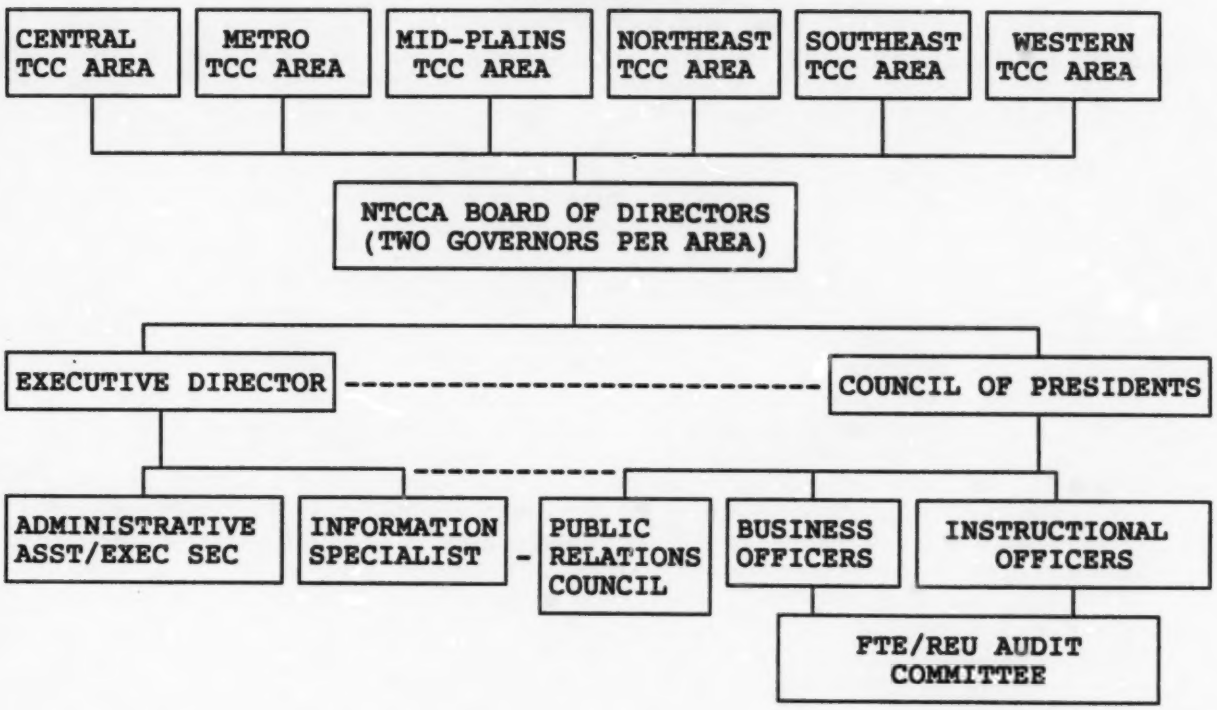
Included in this broad scope are several specific responsibilities. The association has three primary functions: 1) to represent the six Areas at the State level with agencies, the Governor's office, the Legislature, and various ad hoc committees and commissions constituted from time to time by the State and 2) to promote coordination and cooperation among the Areas and between the Areas and other secondary and postsecondary education institutions, government agencies, and business and industry, and 3) to help provide the widest

possible access to Community College programs by assisting the Areas in informing communities, businesses, and policy-makers of the programs and activities available through the Areas. Additional NTCCA activities include collecting and analyzing data and aiding Areas in informing local communities of the programs and activities available through their Area system. The NTCCA sanctions a Council of Area Presidents, a Council of Financial Officers, a Council of Instructional Officers and other inter-Area coordinating bodies to facilitate statewide administration, policy development and implementation.

From 1978 until 1983, state-level coordination was achieved on an intermittent basis, through a part-time executive director who also served as the NTCCA legal/legislative counsel. In 1983, a full-time Association office was established administered by an executive director and an administrative assistant/executive secretary. A new staff position of information specialist was added in 1988 to increase statewide awareness of the extensive role of the community colleges in Nebraska's higher education, especially in technical skills training and upgrading for business and industry.

*FIGURE 2*

**NEBRASKA TECHNICAL COMMUNITY COLLEGE ASSOCIATION**
**ORGANIZATIONAL CHART**
*January 1989*



## FUTURE POTENTIAL

Continued Growth: Despite projections that the 18-year-old population would decline by roughly 25 percent between 1979 and 1992, Community College credit enrollment has grown 55 percent in the 14 years since FY 1975-76. While the community colleges provide virtually all of the technical training and academic transfer programs in the state, much of the enrollment growth has resulted from programs that attracted older, part-time students. The community college system expects continued growth based on this trend as well as increasing demands for occupational assessment, job training and upgrading by the state's business and industrial community. The colleges also have demonstrated a willingness and ability to adapt rapidly to changing needs and circumstances. This flexibility is another factor that should help them flourish in the decade ahead. In 1989, the unduplicated head count for students participating in all aspects of Community College education in the state stood at more than 135,000 -- approximately one of every 11 Nebraskans.

Because of their strategic location throughout the state, Nebraska's Community Colleges are uniquely qualified to respond quickly to Area needs, especially in service to business and industry, either by designing custom training programs or adapting course work to providing training, retraining, and skills updating for companies' employees. The availability of these services has a significant impact on the state's economic development efforts. According to the "Nebraska Comprehensive Tax Study": *State support programs for training new employees appear to be the most significant special service affecting employment growth.* In 1989, Nebraska's Community Colleges trained more than 31,000 workers in over 520 businesses, industries, and agencies. And demand is growing rapidly. A Business Week magazine feature report, "Human Capital: The Decline of America's Work Force," in the Sept. 19, 1988 issue stated, *As work becomes more knowledge-intensive, employers are fishing in a shrinking labor pool ... As many as 50 million workers may have to be trained or retrained in the next 12 years* ... (p. 104). Coincidently, in September 1988, the Business-Higher Education Forum's Task Force on Human Capital released its report, "American Potential: The Human Dimension." The 28 business and education leaders in the task force called for a major role by the country's community colleges to regain national competitiveness in world markets. A summary of the report following its publication stated, *Education reform should include expansion of the community college system, the development of a comprehensive training and retraining policy, and vocationally trained workers with higher basic skills and the ability to keep on learning* (Legislative Brief, American Vocation Association, Sept. 30, 1988). A third study, Made in America: Regaining the Productive Edge, by the MIT Commission on Industrial Productivity, 1989, which is more comprehensive than the 1988 reports, details and examines the causes of America's lag in international competitiveness and recommends changes in education and training. It stated:

> *We have concluded that without major changes in the ways schools and firms train workers over the course of a lifetime, no amount of macroeconomic fine-tuning or technological innovation will be able to produce significantly improved economic performance and a rising standard of living. ... Education for technological competence is crucial for raising the productivity of American firms. ... The expansion of community colleges and other postsecondary educational institutions is a positive development that offsets the sad state of vocational training; it should be encouraged both by connections with the private sector and by public support. ... all of occupational training is investment. (We regard it as a most important form of investment, and one that has been dangerously neglected.)* (pp. 35-36, 81, 134, 136)

When the state system of technical schools was put in place in 1965, the Legislature decided the level of state support would approximately match local revenues. By FY 1987-88, the level of State-aid had dropped to 32 percent of the College's revenues. This decline in state funding took place as tuition, property tax, inflation, and enrollments all rose. Even with the increase for the 1989-91 biennium, State-aid to the colleges is still $19 million behind property tax, tuition, and other local revenue sources, and more than $4 million behind property taxes alone. The Colleges are unable to provide all the critical program needs of their Areas, furthermore, they face major increases in expenditures in the immediate future to develop the high-cost, high-tech, highly trained work force Nebraska needs in order to compete economically in U.S. and world markets. Clearly, increased investment in Nebraska's community colleges is essential to the state's economic well-being in the decade of the '90s and beyond.

# PROGRAMS AND SERVICES

## PHILOSOPHY, GOALS, ROLE AND MISSION

**National Trends:** Historically, three major roles for community colleges have evolved nationwide: 1) general academic transfer programs; 2) applied technology programs; and 3) community service. Furthermore, community colleges are by tradition and design open-access, low-tuition institutions created to minimize academic and financial barriers to postsecondary education (in the last several decades, many public community colleges were established with neither entrance requirements nor tuition charges, though the tuition-free institution is becoming more rare as fiscal restraint becomes the rule of thumb in postsecondary education). Open access and low tuition combined to fuel dramatic enrollment growth. By fall 1989, about 10 million Americans were enrolled in classes in the 1,211 community and technical college campuses in the U.S.

Because of their egalitarian nature and geographic accessibility, community colleges also have come to be viewed as the "second chance" schools for individuals who have not succeeded in more traditional educational settings, either secondary or postsecondary. Thus, two other roles for community colleges have emerged related to individuals not previously participating in higher education: 1) remedial programming including adult basic education (ABE) and general educational development (GED); and 2) in-depth academic and career assessment and counseling. Moreover, in the last decade, community colleges have added economic and community development activities, particularly employee training and retraining.

**Nebraska Model:** The programs and services offered by the Nebraska Community College Areas reflect the general trends in community college development nationally as modified by the specific philosophy and guidelines contained in State Role and Mission Statutes. Role and Mission states:

> *The technical community college areas, individually, and collectively, shall provide the following instructional service priorities:*
>
> *1. Vocational/technical programs and non-degree occupational education;*
>
> *2. General academic transfer degree programs at campuses authorized for such programs, and;*
>
> *3. Avocational and recreational courses.*

Role and Mission further specifies that each CC Area shall be responsible for public service in its Area.

**State Priorities:** As mentioned earlier, Nebraska's Community Colleges differ from the national model of two-year public postsecondary education and accentuate applied technology education over general academic transfer education, whereas, nationally these priorities are reversed. (However, the national trend now seems to be following the Nebraska model, and for first time in 1987, community colleges in the U.S. enrolled more students in applied technology than in academic transfer programs.)

In addition to the three basic educational priorities reflected in both Area Governing Board philosophy and State law, the Community College Areas have become the primary source of several other special services in Nebraska. The Community Colleges are the principle providers of Adult Basic Education (ABE) and General Educational Development (GED) programs throughout the state. These programs are provided specifically for individuals who need basic computational and communications skills and/or wish to complete high school equivalency degrees. Much of this course-work could be classified as remedial education, and is a prerequisite for entrance into many regular Community College programs. Because a significant number of students who attend Community Colleges may have gaps in their academic preparations, remedial and developmental education are a fundamental part of the Colleges' philosophic commitment to open access and continuing educational opportunity. For this reason, the Community Colleges strongly disagree with efforts in Nebraska to eliminate remedial education at the postsecondary level. Such a move would directly contradict the national trend in community colleges as well as damage state and local efforts to provide all Nebraska citizens the opportunity to lead productive fulfilling lives.

Another increasingly significant service provided by the Community College system throughout the state, again following the national pattern, is economic development. The Colleges' role in economic development centers on work with individual businesses and industries to provide custom-designed employee training, retraining, and skills upgrading. Such programs often are designed in conjunction with the State through the Departments of Economic Development and Labor, and often are delivered on-site at business offices or industrial plants. Local governance by Area boards composed of business and community leaders has facilitated such economic development and training activities. The independent political structure of the Community College Areas provides flexibility that permits institutions to respond quickly to opportunities or crises in local and regional businesses, and to work cooperatively in a number of unconventional ways to deliver needed services as quickly as possible. Service to local business and industry has become an important part of the expanding role and mission of the Community Colleges. This function is particularly critical as high-technology manufacturing and service industries continue to evolve. It is estimated that technical skills may become obsolete in as little as three to five years, and that the average worker can expect to change jobs and/or need retraining six times in the course of a career. In such an environment, the applied technology programs of Community Colleges must inevitably lead in providing valuable training resources to local firms.

One service predominantly delivered through the Community College Areas is in-depth academic and career assessment and counseling. Each of the Areas has a career assessment center that provides programs for local school districts and businesses as well as for Community College students. In addition, these centers have been and continue to be available to participants in federal employment programs, including the Comprehensive Employment and Training Act (CETA) and its successor, the Job Training Partnership Act (JTPA). These centers are a critical part of occupational training throughout the state.

A final service offered throughout the Community College Areas are the Ag Action Centers, which provide counseling and referral services to farm and ranch families and ag-related workers. Services available through the Ag Action Centers include financial management, education workshops, and referral for job training, legal advice, support groups, crisis counseling, and ag extension programs. The one-to-one consultation with an Ag Action Center counselor is designed to help ag-related workers and their families improve ag operations or investigate alternative careers.

## CURRENT PROGRAMS AND SERVICES

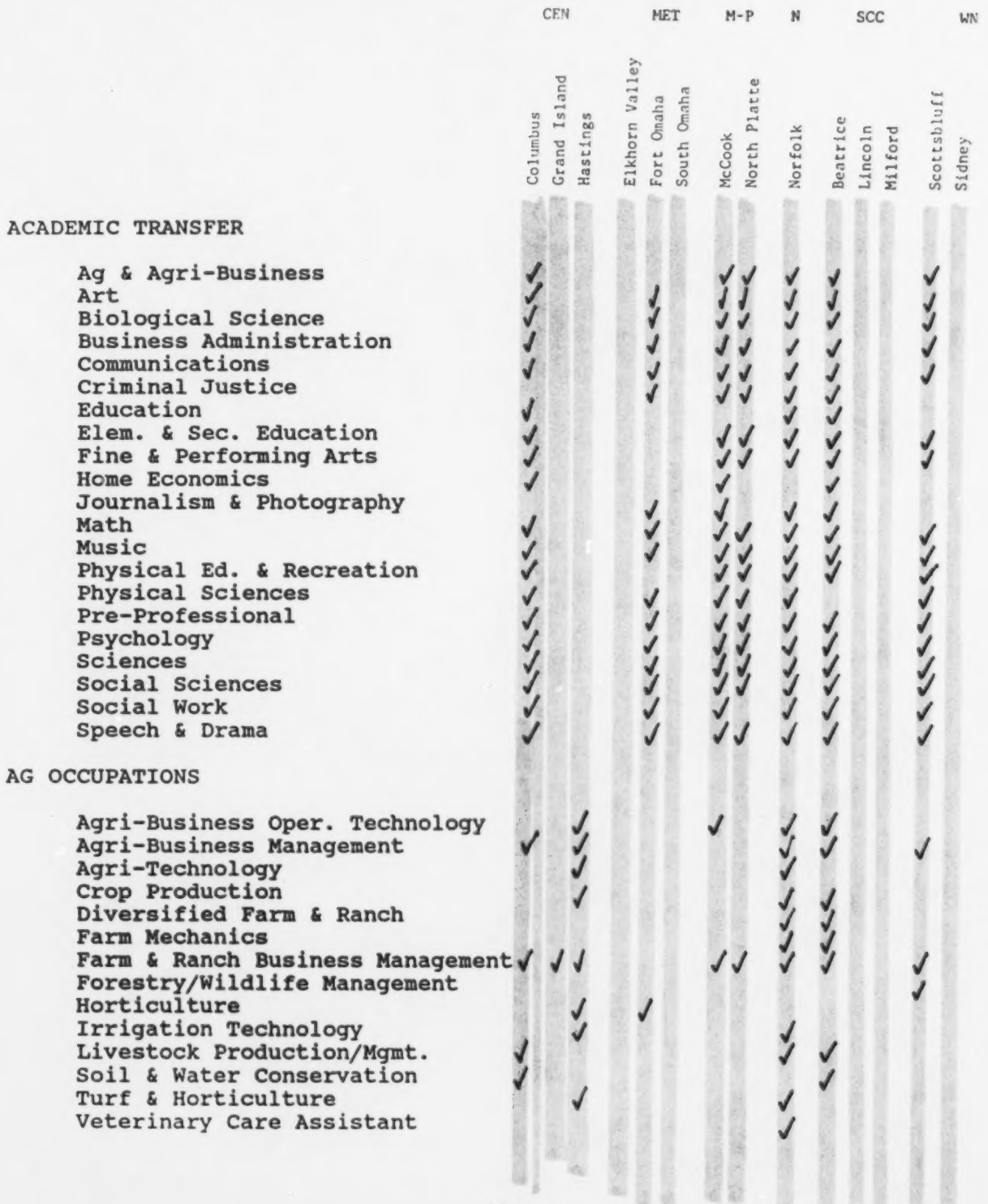
**Applied Technology Programs**: Nebraska's Community Colleges currently offer over 120 different programs of study leading to formal awards (degree, diploma, or certificate). Applied technology offerings comprise the majority of the programs provided by the Community Colleges and include degree programming in both traditional and cutting-edge occupational areas including the following representative fields:

- Accounting
- Agri-technology
- Architectural Drafting
- Aviation Maintenance
- Computer Processing
- Dental Lab Technician
- Electronics
- Farm, Auto Mechanics
- Graphic Arts
- Horticulture
- Law Enforcement
- Nursing, ADN & LPN
- Photography
- Respiratory Therapy
- Surveying and Drafting
- Truck Driving
- TV Broadcasting
- Veterinary Care Assistant

(See Figure 3 for a detailed listing of programs by Area.)

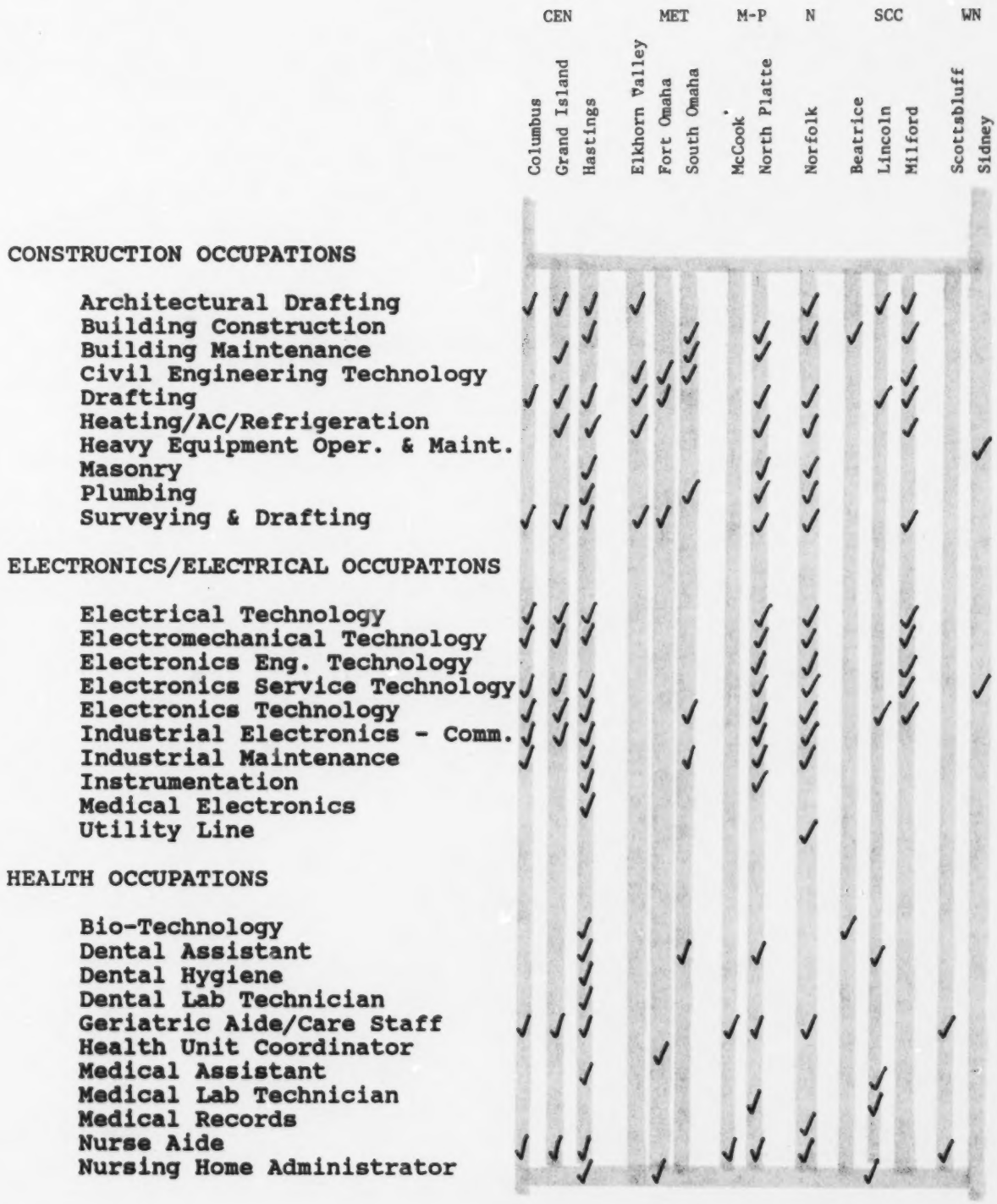
Of the 129 different courses of study available through the Community College system, applied technology programs like those listed above account for over 80 percent. Of the 108 applied technology programs, only 13 are offered in every Area and none are offered at every campus. Rather, the specific mix of programs reflects the unique needs of both the Area and the campus service area, especially employment trends and economic conditions. In addition, half of the programs, because of their high cost and limited demand are offered by only one or two Areas for the entire state. For example, the Northeast Area has a Utility Line program and the Western Area a Railroad Freight Car Maintenance program which are provided only in those Areas. Similar unique programs are found in all Areas, and by informal agreement, students interested in one of these specialized programs are referred to the appropriate Area.

Nebraska Community Colleges Programs Offered
FY 1989-90




11a

| | CEN | | | MET | | | M-P | | N | SCC | | | WN | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Columbus | Grand Island | Hastings | Elkhorn Valley | Fort Omaha | South Omaha | McCook | North Platte | Norfolk | Beatrice | Lincoln | Milford | Scottsbluff | Sidney |
| **AUTO & DIESEL OCCUPATIONS** | | | | | | | | | | | | | | |
| Auto Body Technology | | | ✓ | | ✓ | | | ✓ | ✓ | | | ✓ | | ✓ |
| Auto Mechanics Technology | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | | ✓ | ✓ | | ✓ |
| Diesel Technology | | | ✓ | | | | | ✓ | ✓ | | | ✓ | | ✓ |
| Motorcycle Technology/Safety | | ✓ | | | | | | ✓ | | | ✓ | | | |
| Parts Distribution & Mgmt. | | | ✓ | | | | | | | | | ✓ | | |
| Power Mechanics | | | | | | | | | | | | | ✓ | |
| Small Engine | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | ✓ | | | |
| **BUSINESS & OFFICE OCCUPATIONS** | | | | | | | | | | | | | | |
| Accounting | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Banking Finance | | | | | | | | | ✓ | | | | | |
| Business | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Commercial Art | ✓ | | ✓ | ✓ | | | | | | | | ✓ | | |
| Computer Processing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ |
| Fashion Merchandising | ✓ | | | ✓ | | | ✓ | | | | ✓ | | | |
| Graphic Arts | ✓ | | ✓ | ✓ | | | | | | | | | | |
| Microcomputer Processing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | |
| Hotel/Motel/Restaurant Mgmt. | | | ✓ | | ✓ | | | | | | | | | |
| Insurance | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | | | | | |
| Interior Design Assistant | ✓ | | | ✓ | | | | | | | | | | |
| Legal Assistant/Paralegal | | ✓ | | ✓ | ✓ | ✓ | | | | | | | | |
| Market Management (Mid-Level) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| Merchandising Management | | | | ✓ | ✓ | ✓ | | | | | | | | |
| Purchasing Management | | | | | | ✓ | | | | | ✓ | | | |
| Real Estate | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| Retailing | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | |
| Secretarial/Clerical | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Tour & Travel Program | | | | | | | ✓ | | | | | | | |
| Word Processing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ |
| **COMMUNICATION TECHNOLOGY** | | | | | | | | | | | | | | |
| Audio Recording Technology | | | | | | | | | ✓ | | | | | |
| Radio Broadcasting | | | ✓ | | | | | | ✓ | ✓ | | | | |
| TV Broadcasting | | | | | | | | | ✓ | | | | ✓ | |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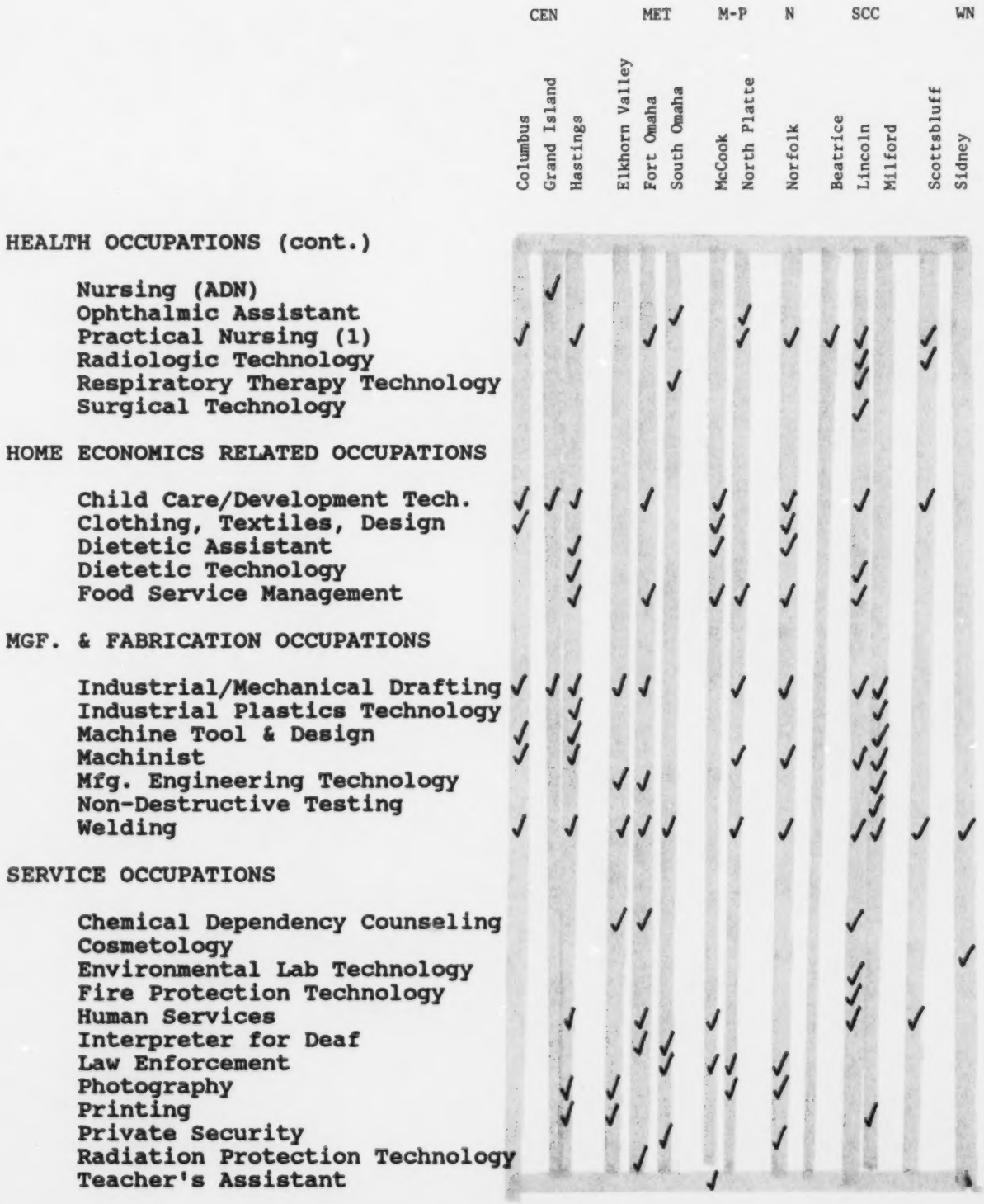
Grand Island
Hastings
Elkhorn Valley
Fort Omaha
South Omaha
McCook
North Platte
Norfolk
Beatrice
Lincoln
Milford
Scottsbluff
Sidney
CONSTRUCTION OCCUPATIONS
Architectural Drafting
Building Construction
Building Maintenance
Civil Engineering Technology
Drafting
Heating/AC/Refrigeration
Heavy Equipment Oper. & Maint.
Masonry
Plumbing
Surveying & Drafting
ELECTRONICS/ELECTRICAL OCCUPATIONS
Electrical Technology
Electromechanical Technology
Electronics Eng. Technology
Electronics Service Technology
Electronics Technology
Industrial Electronics - Comm.
Industrial Maintenance
Instrumentation
Medical Electronics
Utility Line
HEALTH OCCUPATIONS
Bio-Technology
Dental Assistant
Dental Hygiene
Dental Lab Technician
Geriatric Aide/Care Staff
Health Unit Coordinator
Medical Assistant
Medical Lab Technician
Medical Records
Nurse Aide
Nursing Home Administrator

11c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Fort Omaha
South Omaha
McCook
North Platte
Norfolk
Beatrice
Lincoln
Milford
Scottsbluff
Sidney
HEALTH OCCUPATIONS (cont.)
Nursing (ADN)
Ophthalmic Assistant
Practical Nursing (1)
Radiologic Technology
Respiratory Therapy Technology
Surgical Technology
HOME ECONOMICS RELATED OCCUPATIONS
Child Care/Development Tech.
Clothing, Textiles, Design
Dietetic Assistant
Dietetic Technology
Food Service Management
MGF. & FABRICATION OCCUPATIONS
Industrial/Mechanical Drafting
Industrial Plastics Technology
Machine Tool & Design
Machinist
Mfg. Engineering Technology
Non-Destructive Testing
Welding
SERVICE OCCUPATIONS
Chemical Dependency Counseling
Cosmetology
Environmental Lab Technology
Fire Protection Technology
Human Services
Interpreter for Deaf
Law Enforcement
Photography
Printing
Private Security
Radiation Protection Technology
Teacher's Assistant

11d

| | Columbus | Grand Island | Hastings | Elkhorn Valley | Fort Omaha | South Omaha | McCook | North Platte | Norfolk | Beatrice | Lincoln | Milford | Scottsbluff | Sidney |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TRANSPORTATION OCCUPATIONS** | | | | | | | | | | | | | | |
| Aviation Maintenance Technology | | | | | | | | | | | | | | ✓ |
| RR Freight Car Maintenance | | | | | | | | | | | | | | ✓ |
| Truck Driving · | | | ✓ | | | | | | ✓ | | ✓ | | | ✓ |
| **ADULT & CONTINUING EDUCATION** | | | | | | | | | | | | | | |
| GED & Adult Basic Education | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Short-term Special Interest | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **SPECIAL SERVICES** | | | | | | | | | | | | | | |
| Ag Action Center | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Business Assistance Center | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | | | | | |
| Career Assessment Center | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | | | ✓ | |

I. Also offered by Central at Kearney, and by Western at Alliance

A significant component of the development of applied technology education curricula in each Area is the participation of program-specific business and industry advisory councils. Advisory councils are composed of representatives from businesses and industries that employ program graduates, and who are aware on a daily basis of the skills and knowledge necessary for competent job performance. Through periodic meetings between these councils and Area instructional staff and administrators, applied technology programs are updated and modified to meet State and national standards as well as local industry needs. The close cooperation of Area personnel and community businesses, including agricultural production, helps reinforce the Community Colleges' primary commitment to responsive applied technology education. Additionally, there is contact with business and industry at the state level through the Business Leaders Advisory Council, which provides a comprehensive statewide perspective for applied technology education needs and planning.

Academic Transfer Programs: Academic transfer offerings are the second major set of programs and services provided by the Community College Areas to Nebraska residents and, by law, are the second priority of the Colleges. Academic transfer programs account for less than 20 percent of the programs of study offered by the Colleges. The academic transfer curricula offered are varied and include such programs as:

- Agriculture & Agri-Business
- Art & Music
- Business Administration
- Communications
- Criminal Justice
- Elementary & Secondary Ed.
- Home Economics
- Journalism & Photography
- Math
- Physical Ed. & Recreation
- Pre-Professional
- Psychology & Social Work
- Sciences
- Social Sciences
- Speech & Drama

As with applied technology programs, not all academic transfer programs are offered in every Community College Area and only selected campuses may offer academic transfer programs (See Figure 3). These sites currently are Platte Campus in Columbus (Central Area), Fort Omaha Campus (Metropolitan Area), Mid-Plains Community College in North Platte and McCook Community College (Mid-Plains Area), Northeast Community College in Norfolk (Northeast Area), Beatrice Campus (Southeast Area), and Scottsbluff Campus (Western Area). The specific structure of academic transfer programs is developed to meet, as much as possible, the credit and course requirements of four-year institutions that students will attend. The Colleges have an ongoing credit transfer program with the University of Nebraska-Lincoln, entailing the review of all Community College courses and the publication of equivalency lists showing how credit for each course will transfer to specific University programs. Each Community College Area attempts to negotiate articulation agreements with the other four-year institutions of most significance to their students, including other campuses of the University of Nebraska, the State Colleges, and appropriate private universities and colleges. All Areas formally evaluate existing programs of instruction, often on an annual basis, and conduct careful research before implementing new ones. While programs are initiated at the local level, the Council of Area Presidents monitors program offerings in order to guard against unnecessary duplication among the Colleges.

Additional Services: In addition to the more formal, structured applied technology and academic transfer programs, the Community Colleges provide a wide range of adult and continuing education services to Nebraska residents. Included in these services are general educational development (GED) and adult basic education (ABE), short-term special interest programs, community services offerings, custom-designed job training for industry, and avocational/recreational courses. These public service and community education programs are growing in importance in the mix of Community College programs, and are accounting for an increasing proportion of the total system enrollment.

Growth is especially evident in economic development services to business and industry. In 1989, the Colleges trained, retrained, or upgraded the skills of over 31,000 employees in over 520 Nebraska businesses, industries, agencies, and organizations. And demands on the Colleges are increasing for service to business and industry through occupational assessment, job training and skills upgrading, both on campus and on-site. The Colleges are being called on to prepare an American work force that can compete in an increasingly high-tech, highly competitive world market. The extent of the demands was summarized in American Potential: The Human Dimension, the Business Higher Education Forum study released in September 1988:

*... work requiring higher levels of skill in technical and service occupations will increase by up to 50 percent between now and the year 2000.* (p. 14)

# STUDENT PROFILES, ENROLLMENT, AND PERFORMANCE

## DEMOGRAPHICS

**Non-Traditional Students:** Nationally, community colleges have served, and continue to serve, a diverse group of individuals with a multitude of educational needs and goals. The colleges obviously provide occupational and transfer opportunities for recent high school graduates, the typical students found in four-year schools. However, early in the history of community colleges, the focus expanded to so called "non-traditional" students. The community college movement began as an effort to serve those individuals not accommodated by the more rigid traditional four-year institutions, and the open-access, low-tuition environment of the community college was ideally suited to meet their needs. These students are generally older than traditional college students, as likely to be female as male, often married with family responsibilities, work at least part time, and may be the first members of their families to attend college. In addition, some of these people may not have received a high school education adequate to prepare them for work. Such students view Nebraska's Community Colleges as a second chance at gaining needed basic skills for initial employment and for job advancement, without returning to the secondary school environment. These non-traditional students often have different motivations, need different reinforcement, and require more specific counseling and guidance in order to complete basic education and progress to college level applied technology and/or transfer programs. Furthermore, such students often must work at least part time in order to support themselves while attending school.

As community colleges have adapted their structures, formats, and organizations to accommodate these new students, they have been at the forefront of educational innovation nationwide, including the application of educational technology for distance learning and program delivery, the development of open-entrance/open-exit individualized instructional programs, and extensive assessment and counseling to aid student retention and match abilities and aptitudes to educational programs.

An important aspect of community college service to non-traditional students has been the egalitarian expansion of educational opportunity beyond the 18- to 21-year-old sector of college students. By adjusting scheduling, reducing entrance requirements and costs, and providing ancillary services such as child care, community colleges have attracted a disproportionate share of socioeconomically and educationally disadvantaged individuals. This is especially true of the relatively high percentage of single female parents, displaced homemakers, and ethnic minorities. As mentioned earlier, this expansion of opportunity has recently begun to incorporate the increasing number of workers who require on-the-job training and skills upgrading because of the rapid technological changes occurring in many manufacturing and service industries.

**Nebraska Student Profile:** In general, the student bodies of Nebraska's Community Colleges reflect national characteristics. A majority of first-time, full-time freshmen Community College students are recent high school graduates between the ages of 17 and 20. However, a significant number of students currently enrolled in programs in the six Areas qualify as non-traditional students. In fact, demographically, the average Community College student has become increasingly non-traditional. Figure 4 provides a selected demographic profile of Nebraska Community College students for the 1988-89 academic year. The general characteristics include the following:

**Age:** The average age of Community College students by Area is between 27 and 35 with over 65 percent above the age of traditional college students.

**Employment Status:** Between 55 percent and 75 percent of students work, generally part-time.

**Marital Status:** Overall, approximately 45 percent of all Community College students are married.

**Residence in College Housing:** Of the five Nebraska Community College Areas with on-campus housing, one Area reported 10 percent of students residing on campus, three Areas reported 6-7 percent of students in on-campus residences, and one Area reported that only 1.5 percent of students reside on campus.

This demographic profile reveals the relative uniqueness of students attending the Community Colleges. A significant reason for this uniqueness results from Community College accessibility - geographic, academic, and financial. Local colleges provide a less threatening environment, especially for those individuals who require remedial work and basic skills programs. Often individuals who may need skills not mastered in high school or who had no intention of attending college will realize that they need more education to obtain and keep a job as well as for personal growth. Community Colleges provide a "second chance" for these people. Community Colleges also often provide the only opportunity for postsecondary education to individuals who have family and employment responsibilities and thus may be geographically and financially excluded from four-year institutions.

On the other hand, while the profile of students indicates a definite need for "second chance" education, at the same time, it also reveals a stronger educational commitment on the part of many students who are willing to pursue programs part-time while balancing the responsibilities of work and family. At any rate, the "average" Community College student is fairly atypical when compared to the traditional student attending four-year institutions, both public and private. Thus, the Community Colleges, in their roles as non-traditional colleges, fill an educational void in the state for these individuals.

Training/Retraining: Additionally, many who are changing jobs or careers or seeking skills upgrading enroll full-time and part-time in Community Colleges. National statistics reveal that 15 percent of community college students already hold a four-year degree. And, according to national studies, those seeking new training or new job skills likely will comprise a greater part of the Colleges' enrollment in the future. Data from the Business-Higher Education Forum study, "American Potential: The Human Dimension," substantiates this trend at the national level:

> *... most employees can anticipate up to seven or eight jobs in a lifetime, and perhaps as many as three distinct careers.* (p. 13)

*FIGURE 4*

**SELECTED DEMOGRAPHIC INFORMATION**
**NEBRASKA COMMUNITY COLLEGE STUDENTS**
*Academic Year - 1988-89*

| | Central | Metropolitan | Mid-Plains | Northeast | Southeast | Western |
|---|---|---|---|---|---|---|
| Ave. Student Age | 35.0 | 31.0 | 30.8 | 28.0 | 27.0 | 30.3 |
| Sex: Female | 52.0% | 58.0% | 54.5% | 42.0% | 48.0% | 56.0% |
| Male | 48.0% | 42.0% | 45.5% | 58.0% | 52.0% | 44.0% |
| Marital Status: | | | | | | |
| Married | NA | 42.7% | 49.0% | NA | 45.0% | NA |
| Unmarried | NA | 57.3% | 51.0% | NA | 55.0% | NA |
| Reside on Campus | 1.5% | 0.0% | 10.0% | 6.0% | 7.0% | 6.0% |

Employment Status: Based on records of Areas with employment data, between 55% and 75% of all students are employed while attending a Nebraska Community College. Of those employed, most are working part time.

Minority and Part-time Enrollment: Community Colleges differ from traditional postsecondary educational institutions in minority and part-time enrollment, as well. Figures 5 and 6 provide data from the Nebraska Coordinating Commission of Postsecondary Education on these two noteworthy student characteristics. Figure 5 compares the ethnic/racial distribution of fall enrollments for 1980 and 1988 for the Community College system, the University of Nebraska system, the Nebraska State Colleges, and the independent colleges and universities. Based on total enrollment, Black, American Indian, and Hispanic enrollment shows a greater than

average representation in Community Colleges for both the fall of 1986 and the fall of 1988. It is significant to note that Non-Resident Alien enrollment dropped significantly at Nebraska's Community Colleges from the fall of 1986 to the fall of 1988.

*FIGURE 5*

## NEBRASKA POSTSECONDARY INSTITUTIONS
## ETHNIC DISTRIBUTION OF FALL ENROLLMENT
*1986 vs 1988*

| Institutional Area | | Non Resident Alien | | Black | | American Indian | | Asian/ Pacific Isle | | Hispanic | | White/Non-Hispanic | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1986 | 1988 | 1986 | 1988 | 1986 | 1988 | 1986 | 1988 | 1986 | 1988 | 1986 | 1988 | 1986 | 1988 |
| Community Colleges | # | 53 | 24 | 976 | 856 | 266 | 244 | 173 | 196 | 359 | 400 | 26,949 | 28,546 | 28,776 | 30,266 |
| | % | 27.1 | 14.4 | 35.6 | 34.1 | 39.1 | 55.0 | 20.8 | 20.7 | 32.7 | 32.9 | 28.9 | 29.4 | 28.7 | 29.2 |
| University of Nebraska | # | 1,332 | 1,210 | 1,060 | 1,043 | 91 | 92 | 320 | 392 | 433 | 476 | 36,758 | 38,036 | 39,994 | 41,249 |
| | % | 68.1 | 72.4 | 38.6 | 41.6 | 13.4 | 20.7 | 38.4 | 41.4 | 39.4 | 39.1 | 39.5 | 39.2 | 39.8 | 39.7 |
| Nebraska State Colleges | # | 108 | 101 | 152 | 114 | 36 | 30 | 32 | 48 | 51 | 73 | 14,911 | 15,493 | 15,290 | 15,859 |
| | % | 5.5 | 6.0 | 5.5 | 4.5 | 5.3 | 6.8 | 3.8 | 5.1 | 4.6 | 6.0 | 16.0 | 16.0 | 15.2 | 15.3 |
| Independent Colleges & Universities | # | 463 | 337 | 556 | 494 | 287 | 78 | 308 | 311 | 255 | 268 | 14,472 | 14,951 | 16,341 | 16,439 |
| | % | 23.6 | 20.2 | 20.3 | 19.7 | 42.2 | 17.6 | 37.0 | 32.8 | 23.2 | 22.0 | 15.5 | 15.4 | 16.3 | 15.8 |
| Total | | 1,956 | 1,672 | 2,744 | 2,507 | 680 | 444 | 833 | 947 | 1,098 | 1,217 | 93,090 | 97,026 | 100,401 | 103,813 |

Source: Fall Headcount Enrollment in Nebraska Institutions of Postsecondary Education 1986-1988 (Nebraska Coordinating Commission for Postsecondary Education - February 1989).

*FIGURE 6*

## NEBRASKA POSTSECONDARY INSTITUTIONS
## PERCENT DISTRIBUTION OF FULL AND PART-TIME STUDENTS
*FALL 1980 THROUGH FALL 1989*

| Institutional Area | 1980 | | 1981 | | 1982 | | 1983 | | 1984 | | 1985 | | 1986 | | 1987 | | 1988 | | 1989 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | %FT | %PT | %FT | %PT | %FT | %PT | %FT | %PT | %FT | %PT | %FT | %PT | %FT | %PT | %FT | %PT | %FT | %PT | %FT | %PT |
| Community Colleges | 38 | 62 | 36 | 64 | 38 | 62 | 39 | 61 | 33 | 67 | 32 | 68 | 34 | 66 | 30 | 70 | 29 | 71 | 28 | 72 |
| University of Nebraska | 66 | 34 | 67 | 33 | 68 | 32 | 67 | 33 | 67 | 33 | 67 | 33 | 67 | 33 | 67 | 33 | 65 | 35 | 66 | 34 |
| Nebraska State Colleges | 70 | 30 | 71 | 29 | 69 | 31 | 69 | 31 | 67 | 33 | 65 | 35 | 65 | 35 | 65 | 35 | 65 | 35 | 63 | 37 |
| Independent Colleges & Universities | 79 | 21 | 78 | 22 | 74 | 26 | 71 | 29 | 71 | 29 | 71 | 29 | 69 | 31 | 71 | 29 | 71 | 29 | 73 | 27 |
| State Averages | 62 | 38 | 61 | 39 | 62 | 38 | 61 | 39 | 59 | 41 | 58 | 42 | 58 | 42 | 56 | 44 | 56 | 44 | 56 | 44 |

Source: Nebraska Coordinating Commission for Postsecondary Education, May 1990.

The significance of the data in Figure 5 is that Community Colleges provide above average or average access to postsecondary education for Nebraska's major ethnic groups. Moreover, these students are predominantly both United States citizens and Nebraska residents. Thus, the Community Colleges provide vital educational opportunities for Nebraska ethnic and racial minority students who might otherwise be totally excluded from college programs.

Figure 6 presents yet another drastic difference between students in Nebraska's Community Colleges and other educational sectors. More than twice as many students attended Community Colleges on a part-time basis as attended full-time in 1989. These percentages were virtually reversed for all four-year institutions in the state, where approximately two-thirds of all students were full-time and one-third part-time. These fundamental differences in enrollment patterns reflect several things. First, there is a need for different program structures and schedules that allow students to fit education into lives already occupied by work and family commitments. Second, because the Community College Areas have recognized that non-traditional students are part of their basic clientele, most have developed open-enrollment/open-exit program options, which allow individuals to enter programs at any time, proceed at their own pace through individualized instructional units, and exit upon completion. These options permit students to fit education to their needs instead of forcing them to adapt to established curriculum and program sequences. Thus, a significant number of students have found that they can meet their educational needs by attending local colleges part-time, and the Community Colleges have been able to respond successfully to an educationally under-served portion of the state's citizens.

## ENROLLMENT

**Enrollment Growth:** The enrollment growth in Nebraska's Community Colleges has been dramatic, even when compared to other state institutions of higher learning. Figures 7 through 12 reflect the enrollment trends of the Community College Areas. Figure 7 shows that the Colleges have grown substantially since FY 1975-76. Figure 8 reveals that from FY 1975-76 to FY 1988-89, credit FTE enrollment grew 45.2 percent, from 11,597 to 16,830, and total FTE enrollment grew from 12,384 to 17,533 or 41.6 percent. (This increase is actually even greater, over 50 percent; however, a new method for determining FY 1983-84 FTE for State-aid reimbursement reduced FTE by approximately 10 percent systemwide.) The total unduplicated head count enrollment shown in Figure 8 rose from 74,857 for FY 1975-76 to 135,202 in FY 1988-89, meaning that the Colleges' credit and avocational/recreational programs now are serving approximately one in every eleven Nebraskans, or about 9 percent of the entire state population, compared to a national average of less than 2 percent. In other words, in FY 1988-89, the Nebraska Community College system served approximately five times as many of its citizens as other state systems served.

While such dramatic increases may not continue because of the decline in high school graduates, the Community Colleges should continue sustained growth because of their non-traditional student base. In fact, given the increasing training and retraining needs in business and industry, the Community College Areas may continue to show steady, sustained credit enrollment growth for the foreseeable future. Total unduplicated head count should also continue to expand, reflecting the parallel development of community service, adult and continuing education, and avocational/recreational programs offered by the Community Colleges, particularly in rural community and economic development and in rural health care.

It is difficult to compare Community College enrollment to other sectors since data collected by the Nebraska Coordinating Commission for Postsecondary Education is estimated fall "snapshot" data, rather than the actual year-end enrollments. However, Figures 9 and 10 do reveal general trends. The tables show that the Community Colleges enroll over 20 percent of first-time, full-time freshmen and more than 29 percent of the total fall head count enrollment. The percentage of first-time freshmen has declined slightly over the nine-year span from 1980 to 1988, while the total enrollment has increased slightly. These trends would seem to support the observation made earlier that the Community Colleges may expect modest increases in enrollment, consisting of more non-traditional part-time students.

*FIGURE 7*

## NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS
## AUDITED REIMBURSABLE FTE HISTORY
*FY 1976-77 TO FY 1988-89*

| AREA | FY 76-77 | FY 77-78 | FY 78-79 | FY 79-80 | FY 80-81 | FY 81-82 | FY 82-83 | FY 83-84* | FY 84-85 | FY 85-86 | FY 86-87 | FY 87-88 | FY 88-89 | % CHANGE FY 76-77 TO 88-89 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Central | 2,363 | 2,347 | 2,521 | 2,366 | 2,987 | 3,058 | 3,179 | 2,853 | 2,535 | 2,508 | 2,615 | 2,666 | 2,662 | 12.65% |
| Metropolitan | 2,834 | 3,137 | 3,117 | 3,306 | 3,823 | 4,063 | 3,892 | 3,708 | 3,837 | 3,940 | 3,941 | 3,827 | 4,030 | 42.21% |
| Mid-Plains | 1,131 | 1,199 | 1,195 | 1,239 | 1,356 | 1,437 | 1,497 | 1,524 | 1,423 | 1,544 | 1,690 | 1,698 | 1,650 | 45.88% |
| Northeast | 1,429 | 1,524 | 1,505 | 1,585 | 1,660 | 1,807 | 1,828 | 1,753 | 1,895 | 1,957 | 1,840 | 2,033 | 2,009 | 40.59% |
| Southeast | 2,966 | 3,172 | 3,251 | 3,555 | 4,031 | 4,471 | 4,725 | 4,553 | 5,338 | 5,391 | 5,214 | 5,199 | 5,087 | 71.54% |
| Western | 1,254 | 1,296 | 1,225 | 1,248 | 1,331 | 1,328 | 1,363 | 1,429 | 1,272 | 1,347 | 1,435 | 1,437 | 1,392 | 9.84% |
| Totals | 11,977 | 12,675 | 12,814 | 13,299 | 15,188 | 16,164 | 16,484 | 15,820 | 16,300 | 16,687 | 16,735 | 16,858 | 16,830 | 40.52% |

*Change in funding formula reduced Credit FTE by approximately 10%.

*FIGURE 8*

## NEBRASKA COMMUNITY COLLEGES
## ENROLLMENT GROWTH
*FY 1975-76 TO FY 1987-88*

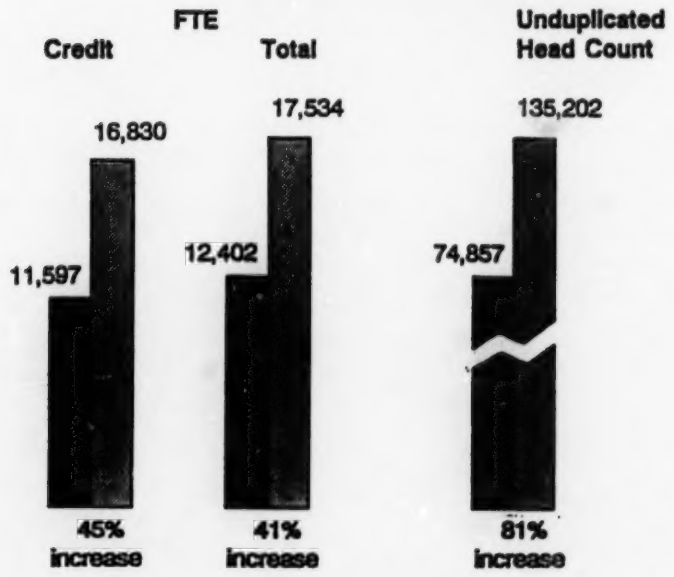


*FIGURE 9*

## NEBRASKA POSTSECONDARY INSTITUTIONS
## FIRST-TIME/FULL-TIME FRESHMEN
*FALL 1980 THROUGH FALL 1989*

| Institutional Area | | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Community Colleges | # | 4,569 | 4,176 | 4,323 | 3,322 | 3,693 | 3,269 | 3,255 | 2,797 | 2,843 | 3,030 |
| | % | 28.6 | 27.0 | 28.9 | 23.7 | 26.4 | 24.7 | 25.7 | 21.8 | 21.2 | 21.3 |
| University of Nebraska | # | 5,598 | 5,659 | 5,319 | 5,200 | 4,963 | 4,934 | 4,764 | 4,813 | 5,210 | 5,493 |
| | % | 35.1 | 36.5 | 35.6 | 37.1 | 35.4 | 37.3 | 37.5 | 37.6 | 38.8 | 38.6 |
| Nebraska State Colleges | # | 2,329 | 2,230 | 2,196 | 2,336 | 2,322 | 2,187 | 2,198 | 2,460 | 2,482 | 2,685 |
| | % | 14.6 | 14.4 | 14.7 | 16.7 | 16.6 | 16.5 | 17.3 | 19.2 | 18.5 | 18.9 |
| Independent Colleges & Universities | # | 3,463 | 3,423 | 3,119 | 3,170 | 3,035 | 2,839 | 2,469 | 2,748 | 2,892 | 3,025 |
| | % | 21.7 | 22.1 | 20.9 | 22.6 | 21.7 | 21.5 | 19.5 | 21.4 | 21.5 | 21.3 |
| Totals | # | 15,959 | 15,488 | 14,957 | 14,028 | 14,013 | 13,229 | 12,686 | 12,818 | 13,427 | 14,233 |
| | % | 100.0 | 100.0 | 100.1 | 100.1 | 100.1 | 100.0 | 100.0 | 100.0 | 100.0 | 100.1 |

Source: Nebraska Coordinating Commission for Postsecondary Education, May 1990.

*FIGURE 10*

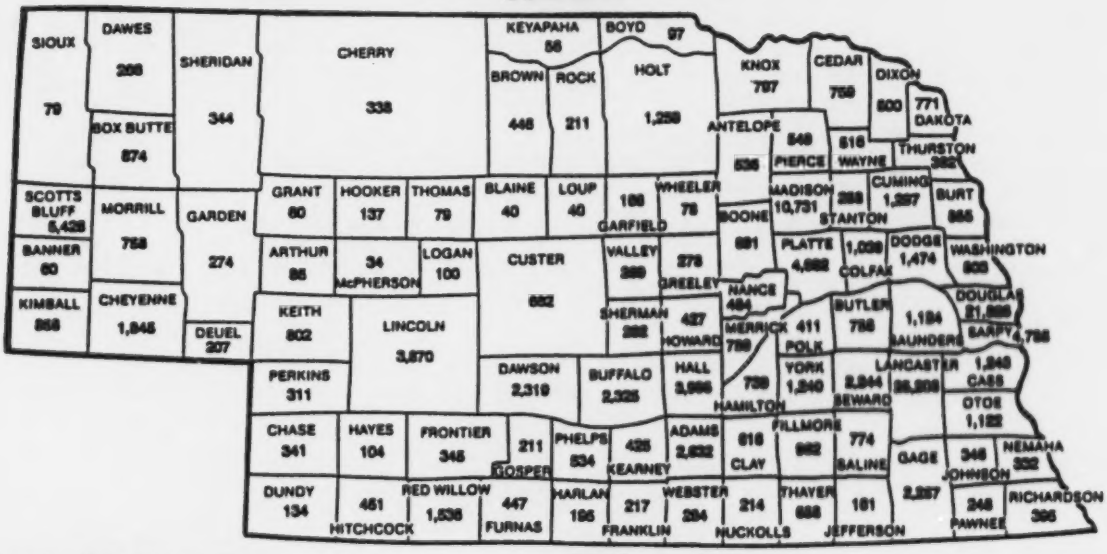
## NEBRASKA POSTSECONDARY INSTITUTIONS
## TOTAL FALL ENROLLMENT 1980-1988
*FALL 1980 THROUGH FALL 1989*

| Institutional Area | | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Community Colleges | # | 21,860 | 23,659 | 23,427 | 22,591 | 25,730 | 26,125 | 28,776 | 28,918 | 30,266 | 31,482 |
| | % | 24.3 | 25.3 | 24.8 | 23.6 | 26.3 | 26.7 | 28.7 | 28.8 | 29.2 | 29.1 |
| University of Nebraska | # | 40,334 | 41,448 | 41,663 | 41,903 | 40,760 | 40,163 | 39,994 | 39,932 | 41,249 | 42,048 |
| | % | 44.7 | 44.3 | 44.0 | 43.8 | 41.6 | 41.1 | 39.8 | 39.8 | 39.7 | 39.0 |
| Nebraska State Colleges | # | 12,059 | 11,964 | 12,436 | 13,115 | 14,186 | 14,875 | 15,290 | 15,620 | 15,859 | 17,415 |
| | % | 13.4 | 12.8 | 13.1 | 13.7 | 14.5 | 15.2 | 15.2 | 15.5 | 15.3 | 16.1 |
| Independent Colleges & Universities | # | 15,889 | 16,442 | 17,085 | 18,053 | 17,238 | 16,591 | 16,341 | 15,984 | 16,439 | 17,213 |
| | % | 17.6 | 17.6 | 18.1 | 18.9 | 17.3 | 17.0 | 16.3 | 15.9 | 15.8 | 15.9 |
| Totals | # | 90,142 | 93,513 | 94,611 | 95,662 | 97,914 | 97,754 | 100,401 | 100,454 | 103,813 | 108,158 |
| | % | 100.0 | 100.0 | 100.0 | 100.0 | 99.7 | 100.0 | 100.0 | 100.0 | 100.0 | 100.1 |

Source: Nebraska Coordinating Commission for Postsecondary Education, May 1990.

*FIGURE 11*

**NEBRASKA COMMUNITY COLLEGE AREAS**
**UNDUPLICATED HEAD COUNT ENROLLMENT BY COUNTY**
*FY 1988-89*




| UNDUPLICATED HEAD COUNT: | |
|---|---|
| Total In-State | 133,161 |
| Total Out-of-State | 2,041 |
| GRAND TOTAL | 135,202 |

| | |
|---|---|
| Central | 27,280 |
| Metropolitan | 30,497 |
| Mid-Plains | 9,384 |
| Northeast | 20,051 |
| Southeast | 36,755 |
| Western | 11,237 |
| TOTAL | 135,202 |

As might be expected from the local nature of the Community College Areas, there are few out-of-state students, and about 93 percent of each Community College Area's enrollment are students from counties within Area boundaries (125,448). The geographic origin of Community College students by Area, as shown in Figure 11, seems to validate the purpose of the Legislature in establishing locally-governed Community College Areas designed to be responsive to specific regional educational needs. It also illustrates, once again, the need for locally governed and accessible postsecondary institutions.

## PERFORMANCE

Community College Accountability: While four-year institutions often have some difficulty in conceptualizing what constitutes a successful graduate, Nebraska's Community Colleges have concrete performance criteria for their major programs: job placement for applied technology education, admission to a four-year school and acceptance of credits for academic transfer programs, and job success for both training and retraining. Figure 12 details job placement for applied technology education graduates, while Figure 13 illustrates academic achievement for transfer students, and Figure 14 reveals the number of employees trained and companies served.

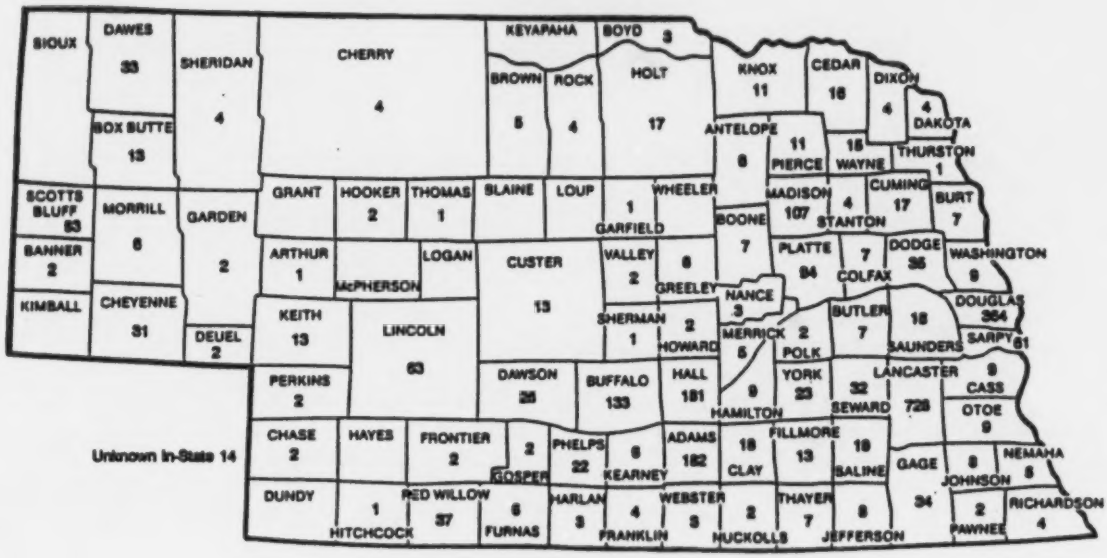
Job Placement Success: In applied technology programs, the initial criterion of success is the placement of graduates, an indication that students are adequately prepared for available employment. Figure 12 shows that 3,754 individuals completed Community College programs in FY 1988-89. Of those 3,754 completers, 3,107 (82.8 percent) were available for job placement. Those unavailable for placement

may have transferred to four-year institutions, joined the Armed Forces, or simply decided not to enter the job market for personal reasons. Employment of those available for placement totaled 2,939 (94.6 percent). There were 2,643 (89.9 percent) in-state placements and 2,037 (69.3 percent) in-Area placements.

These figures emphasize the local nature of Community College education, and the social and economic impact of accessible, advanced occupational training in Area communities, particularly in rural Nebraska. By providing postsecondary education at the Area level, students can learn in local settings, and are more likely to remain after completing their programs/studies. This helps maintain an adequate supply and distribution of skilled technical workers throughout the state. In addition, attending college in a familiar environment can often increase the retention and completion rate of students. Even students who later transfer and do well at baccalaureate institutions, may need the more familiar and secure environment of regional campuses to gain confidence and strengthen the academic and social skills necessary for continued success at larger schools.

*FIGURE 12*

**NEBRASKA COMMUNITY COLLEGE AREAS**
**PLACEMENT OF GRADUATES BY COUNTY**
*FY 1988-89*




| PLACEMENT OF GRADUATES: | | |
|---|---|---|
| Total Completers | 3,754 | 100.00% |
| Status Unknown | 424 | 11.29% |
| Not Available for Placement | 223 | 5.94% |
| Available for Placement | 3,107 | 82.76% |
| Total Placements | 2,939 | 94.59% |
| Placements In-State | 2,643 | 89.93% |
| Placements Out-of-State | 296 | 10.04% |
| In-Area Placements | 2,037 | 69.31% |

One factor to note about the placement figures cited above is that they include only program completers. Many individuals, however, attend Community Colleges to gain specific competencies and skills with no intention of completing a program sequence. These individuals may be business people, including agricultural producers gaining computer and small business management skills, farmers and ranchers

learning machinery repair and maintenance, and health and legal professionals involved in continuing education. Although these people do not complete programs, it is arguable that the education provided them is as important to the Community College Areas as the placement of program completers.

Success in Transferring Credits: In general, transfer students from Nebraska's Community Colleges to the University of Nebraska-Lincoln are academically comparable to those individuals who attend UNL for their entire undergraduate careers. This finding mirrors national data that show that transfer students from community colleges generally do as well as or better than students who matriculate at baccalaureate institutions. The achievement of Community College academic transfer students who go on to baccalaureate institutions is reflected in the data in Figure 13, which are provided to each Community College Area courtesy of the University of Nebraska-Lincoln.

There are several reasons for the comparable achievement of transfer students. First, the process of "self-selection" eliminates a certain number of potential transfers. Self-selection works when only those individuals who feel competent to succeed at a baccalaureate school, based on their academic performance, career plans, and personal motivation, elect to transfer. Second, many transfer students have come back to college after a period of years with the recognition that a four-year degree is essential to their personal and professional goals. These individuals often have a clearer perception of their objectives and a stronger motivation to succeed than the typical undergraduate who has come directly from high school.

Demands Growing: The placement and transfer records cited above indicate that Nebraska's Community Colleges have been successful in meeting their Role and Mission priorities while serving both traditional and non-traditional students. However, as the types of individuals requiring applied technology and continuing academic education continue to diversify, even more innovative methods of instruction will be necessary to maintain the quality and scope of current programs and the level of success currently experienced by Nebraska Community College students.

The growing demand for employee assessment and job training and retraining is one measure of the success of the Community Colleges' service to business and industry in the state. As Figure 14 shows, the Colleges served 31,840 individuals in 1989, up from 28,745 in 1988. The praise accorded the Colleges also is ample evidence of the value Nebraska business leaders put on these services. As SRI International reported in "New Seeds for Nebraska: Strategies for Building the Next Economy":

> *The state's network of technical community colleges is ... increasingly important in meeting the vocational education/retraining needs of industry in the state. Existing firms such as Lockwood in Scottsbluff and Valmont in Valley, which are changing from the manufacture of agricultural to non-agricultural products, have developed close working relationships with the state's vocational education and technical community colleges. A new firm in the state, Appleton Electronics in Columbus, indicates that the training package developed by Central Community College-Platte Campus was a key factor in its location in the state. The roles of the technical community colleges will be even more important in the future.* (pp. 26-27)

*FIGURE 13*

## NEBRASKA COMMUNITY COLLEGE AREAS
## ACADEMIC TRANSFER STUDENT PERFORMANCE AT UNL
*FALL 1984 TO FALL 1989*

| Area/year | # of Students | CC GPA | UNL GPA | CC/UNL Difference |
|---|---|---|---|---|
| **Central** | | | | |
| 1984 (Columbus) | 92 | 3.05 | 3.04 | 0.01 |
| 1985 (Columbus) | 74 | 2.96 | 2.76 | 0.20 |
| 1986 (Columbus) | 88 | 3.02 | 2.75 | 0.27 |
| 1987* (Columbus) | 94 | 2.98 | 2.84 | 0.14 |
| 1988 (Columbus) | 84 | 3.01 | 2.74 | 0.27 |
| 1989 (All Campuses) | 123 | 3.06 | 2.80 | 0.26 |
| **Metropolitan** | | | | |
| 1984** (Ft. Omaha) | --- | ----- | ----- | ----- |
| 1985 (Ft. Omaha) | 41 | 2.93 | 2.76 | 0.17 |
| 1986 (Ft. Omaha) | 38 | 2.89 | 2.75 | 0.14 |
| 1987* (Ft. Omaha) | 30 | 2.59 | 2.84 | -0.25 |
| 1988 (Ft. Omaha) | 32 | 2.64 | 2.74 | -0.10 |
| 1989 (All Campuses) | 44 | 2.79 | 2.80 | -0.01 |
| **Mid-Plains (North Platte & McCook)** | | | | |
| 1984 | 144 | 2.93 | 3.04 | -0.11 |
| 1985 | 144 | 2.89 | 2.76 | 0.13 |
| 1986 | 122 | 2.94 | 2.75 | 0.09 |
| 1987* | 125 | 2.99 | 2.84 | 0.15 |
| 1988 | 134 | 2.93 | 2.74 | 0.19 |
| 1989 | 165 | 2.90 | 2.80 | 0.10 |
| **Northeast (Norfolk)** | | | | |
| 1984 | 94 | 2.56 | 3.04 | -0.48 |
| 1985 | 79 | 2.84 | 2.76 | 0.08 |
| 1986 | 80 | 2.84 | 2.75 | 0.09 |
| 1987* | 82 | 2.84 | 2.84 | 0.00 |
| 1988 | 94 | 2.82 | 2.74 | 0.08 |
| 1989 | 92 | 2.90 | 2.80 | 0.10 |
| **Southeast** | | | | |
| 1984 (Beatrice) | 85 | 2.84 | 3.04 | -0.20 |
| 1985 (Beatrice) | 77 | 2.78 | 2.76 | 0.02 |
| 1986 (Beatrice) | 74 | 2.82 | 2.75 | 0.07 |
| 1987* (Beatrice) | 53 | 3.05 | 2.84 | 0.21 |
| 1988 (Beatrice) | 55 | 2.74 | 2.74 | 0.00 |
| 1989 (All Campuses) | 441 | 2.94 | 2.80 | 0.14 |
| **Western (Scottsbluff & Sidney)** | | | | |
| 1984 | 79 | 2.96 | 3.04 | 0.08 |
| 1985 | 78 | 3.07 | 2.76 | 0.31 |
| 1986 | 74 | 2.97 | 2.75 | 0.22 |
| 1987* | 51 | 2.87 | 2.84 | 0.03 |
| 1988 | 64 | 2.83 | 2.74 | 0.09 |
| 1989 | 65 | 2.87 | 2.80 | 0.07 |
| **Totals** | | | | |
| 1984 | 494 | 2.87 | 3.04 | -0.17 |
| 1985 | 493 | 2.91 | 2.76 | 0.15 |
| 1986 | 476 | 2.92 | 2.75 | 0.17 |
| 1987* | 435 | 2.93 | 2.84 | 0.09 |
| 1988 | 463 | 2.87 | 2.74 | 0.13 |
| 1989 | 930 | 2.94 | 2.80 | 0.14 |

*Second semester (first semester data not available for all Areas)
**Metropolitan's academic transfer program began in 1983.

*FIGURE 14*

## NEBRASKA COMMUNITY COLLEGE AREAS
## SUMMARY OF ECONOMIC DEVELOPMENT ACTIVITIES
*1989*

| | | | |
|---|---|---|---|
| **SERVICE TO BUSINESSES/INDUSTRIES/AGENCIES** | | | |
| Number of new enterprises/businesses served: | | 18 | |
| Number of existing enterprises/businesses served: | | 312 | |
| Number of organizations/governmental agencies served: | | 194 | |
| TOTAL SERVED | | | 524 |
| **EMPLOYEE TRAINING** | | | |
| Unduplicated number of prospective & new employees served | 1,175 | | |
| Unduplicated number of current employees served | 28,996 | | |
| (Number assessed - 4,361) | | | |
| (Number trained in customized programs - 24,015) | | | |
| (Number trained in regular scheduled classes - 6,115) | | | |
| SUB-TOTAL TRAINED | | 30,171 | |
| **SPECIAL CENTER SERVICES** | | | |
| SERVICE BY AG ACTION CENTERS | | | |
| Unduplicated number of individuals served | 1,575 | | |
| (Number trained in customized programs - 75) | | | |
| (Number trained in regular scheduled classes - 196) | | | |
| (Number enrolled in financial evaluation - 277) | | | |
| (Number referred to JTPA/other services - 258) | | | |
| SERVICE BY SMALL BUSINESS ASSISTANCE CENTERS | | | |
| Unduplicated number of individuals served | 94 | | |
| (Number assessed - 94) | | | |
| (Number trained in customized programs - 56) | | | |
| SUB-TOTAL SERVED - SPECIAL CENTERS | | 1,669 | |
| **GRAND TOTAL UNDUPLICATED NUMBER SERVED** | | | 31,840 |

Formidable Task: As the demand for training, retraining and skills updating is increasing, America has entered the "baby bust" period of a shrinking labor pool. Experts agree that most new entrants to the work force will be minorities and women, many of whom will lack basic skills.

> *At a time when jobs require higher levels of math, science, and literacy than ever before, the economy is becoming increasingly dependent on the groups that often receive the poorest education. Between now and the year 2000, more than half of all new workers hired will be minorities, nearly three times the current figure. ... Employers must look to the nonmale, nonwhite, and nonyoung - and competition will be vicious.*
>
> "Human Capital," Business Week special report, pp. 103 and 107.

The lack of skills in prospective new entrants to the labor force complicates the massive task ahead for those who will be responsible for professional and worker training. Remedial and developmental education will be a necessary part of all training programs. Most of all, the nation's colleges and technical schools need to gear training programs toward business and industry needs of their areas.

> *White males will constitute only 15 percent of the new entrants to the labor market over the next decade. Three-fifths of the new workers will be female. Minority and immigrant workers will constitute larger proportions of the work force. These changes on the supply side of the labor force, when coupled with changes on the demand side for more and different skills, constitute a formidable set of challenges.*
>
> Made in America, MIT, p. 93.

National business and industry leaders, who have been clamoring for action, are now being joined by government and education leaders in their appeals. All are recommending that community colleges be fully utilized in preparing the American work force to compete in the high-tech, highly competitive world market place. According to a 1985 study by the American Society for Training and Development, 91 percent of the employees using employer-sponsored education plans are taking courses at community colleges. That's because, as the MIT study put it:

> *At the mass-education end of the spectrum, community and technical colleges are flexible and responsive to the needs of working people and minorities and to the needs of local communities.*
>
> Made in America, MIT, p. 85.

While Nebraska's Community Colleges have been serving business and industry through basic occupational training for close to 50 years, their role has necessarily expanded in direct employee education. During the last six years, the Colleges have become major contributors to state economic development through occupational assessment, job training and skills upgrading for large and small employers, both on campus and on-site, increasing direct training services by an average of over 22 percent annually since FY 1986-87. In Nebraska, the growing demand to train, retrain and update greater numbers of workers must be answered by the state's Community Colleges, since they provide virtually all the public two-year applied technology education in the state.

Additionally, the Colleges see it as their role to help provide the economic, social, and cultural activities necessary for the vitality of life essential to rural and community development all across Nebraska. As mentioned previously, Nebraska's Community Colleges served more than 135,000 citizens, nearly 9 percent of state's populace, in FY 1988-89 alone. Given the financial support necessary to continue to offer Nebraska's citizens their unique blend of educational opportunities, the Colleges will help provide the technically literate work force that will in turn provide economic vitality to businesses, industries, and individual workers into the future.

As Nebraska moves forward through the decade of the '90s and into the next century, its Community College system will continue to be a full, active participant in helping to foster "the good life" of its citizens.

# FINANCING

## OVERVIEW

**Unique Funding:** The financing of Nebraska's Community Colleges is unique among the state's three public supported sectors of postsecondary education. As political subdivisions, the six Community College Areas are the only public higher education institutions with the ability to levy local property taxes. The Areas also receive State support through State-aid appropriations. State-aid is distributed according to an enrollment-driven formula, which includes factors for equalization of funding capacity, and limited categorical grants. In addition to property taxes and State-aid, the other major sources of Community College financing are tuition, federal funds, and miscellaneous income from interest, fees, and so forth. These last two funding sources, federal and miscellaneous, accounted for approximately 2.5 percent of all revenue in FY 1988-89 and are not expected to increase significantly in the future.

There are several other unique features of Community College financing that should be noted. Among public higher education institutions, the Areas alone have statutory definitions of basic enrollment terms such as contact hour, credit hour, and full-time equivalent enrollment (FTE). These definitions have been required because of State-aid distribution, and make it possible to compare Areas from a standard data base. Also, alone among public postsecondary institutions, the Community College Areas provide annual audits of FTE production, again providing verifiable data for Area and statewide policy analysis and formulation.

However, because the Community Colleges are the only system of public postsecondary education funded predominantly according to enrollment production, the six Areas often have more incentive than other sectors to drop low enrollment, high-cost programs, thereby increasing educational efficiency. Enrollment-driven State-aid distribution has led the Community Colleges to regular scrutiny of program quality and production. Unfortunately though, enrollment-driven distribution can cause Areas not to start or to drop worthwhile programs facing low enrollments or high costs. In particular jeopardy are specialized programs, such as allied health and high-tech training, which serve critical community needs, but which, because of relatively high cost and/or low enrollment, may simply become too unprofitable to justify.

This was especially true between FY 1984-85 and FY 1987-88 as the State-aid base for Nebraska's Community College system fell 1 percent, making it the only higher education sector not significantly above the level of budget cuts in 1986 and the only political subdivision not restored to its highest State-aid appropriation level during that same five-year period. Meantime, the Higher Education Price Index rose nearly 21 percent resulting in the loss of $5 million to inflation for the Community College system. Fortunately, State-aid increases for the 1989-91 biennium, totaling 18 percent and 19 percent respectively, have partially offset the losses of the previous five years.

While State-aid was declining during that four-year period, the Community College property tax levy climbed 38 percent and tuition revenues also jumped 38 percent, as enrollment shot up 32 percent. In effect, in the mid-1980s the Colleges were made to cope with inflation while maintaining quality education for increasing numbers of students as State support decreased. If the Community Colleges are to meet the increasing demand for services in this decade for everything from literacy and basic skills to advanced technology and health care, State-aid must be a much more stable, reliable, and balanced part of college funding. Reductions such as those of the mid-80s would cause potentially irreparable setbacks to the Colleges and the students, communities and business which rely on them.

The crucial nature of the partnership of the State in providing aid to Community Colleges is highlighted by the threat of stringent property tax lids, such as the one passed as part of school finance reform in the 1990 legislative session. Colleges must have the ability to establish tax levies at levels adequate to fund operations when State-aid doesn't keep pace with enrollment growth, inflation, and demands for Community College services. If adequate State and local support isn't available, there will be pressures to cut back further

on needed programs and services to business and industry and increase tuition at a time when college costs are becoming the greatest obstacle to those students, especially non-traditional students, many of whom now look to community colleges as their lone access to higher education.

Business Services Demand: One of the neglected areas of the 1980s era of meager resources was new programs and services for business and industry at a time when demand has rapidly escalated. While federal funds for short-term job training provided subsistence levels of funding, and the last three years provided some modest categorical funds for faculty and equipment upgrading, these funds obviously are not going to be adequate for the next decade. The Business Week magazine special report on human capital describes in detail the changing forces at work nationally that will require a mobilization of educational resources, especially community colleges, to provide the extensive job training needs for the future:

> *The nation's ability to compete is threatened by inadequate investment in our most important resource: people ... Where the jobs are is where the skills aren't: As work becomes more knowledge-intensive, employers are fishing in a shrinking labor pool ... The drive to improve technology and productivity could founder on a shortage of competent workers.* (pp. 100, 104)

The Business-Higher Education Forum report recommends massive economic development activities by community colleges. Among its recommendations is:

> *The development of a comprehensive training and retraining policy for the American workforce* (including) *The full utilization of local community colleges and technical institutes to design and implement training and retraining opportunities on campus and on site, with special attention to the needs of small employers.* (pp. 25-26)

Clearly, an adequate source of funding is needed to cover increasing demands for training and retraining. As the Business Week magazine special report concludes, *Can we afford it? We have no choice.* (p. 100)

## SOURCES OF REVENUE

Five Basic Sources: Revenue for Nebraska's Community Colleges is generated from five basic sources:

1. Local Taxes: limited to 9 cents per $100 of assessed valuation for operating expenses, and 1.8 cents per $100 for capital projects. Area boards by a 75 percent vote, may levy additional operating funds up to 11.5 cents per $100. (New levy limits and authority were specified in LB 796 in 1986 and LB 1050 in 1990.)
2. State-aid: determined by the State Legislature and the Governor and distributed by formula and/or categorical grants. This formula was adjusted in FY 1982-83, FY 1984-85, and FY 1990-91.
3. Tuition: determined by each local Area Board of Governors.
4. Federal Funding: including set-aside funds for postsecondary vocational/technical education, contracts, and grants. Grants and reimbursement for short-term small business training and adult education comprise much of this funding.
5. Other: includes miscellaneous income from interest, fees, and so forth.

Property taxes, State-aid, and tuition provide over 95 percent of all Community College revenue. Figure 15 shows the distribution of revenue by sources for FY 1976-77, the first year of independent operation for which records are available, and FY 1988-89. In that twelve-year period, the percentage share of property tax, tuition, and miscellaneous funding have increased, while relative contributions of State-aid and federal funds have decreased. Figure 16 shows the absolute growth of property taxes, State-aid, and tuition, and also shows greater absolute growth of property tax and tuition financing. In the recent past, property taxes and State-aid provided approximately equal proportions of support, about 40 percent each. However, for the first time in FY 1983-84, and in succeeding years, property taxes provided a larger share of support than State-aid.

Tuition increased as a percentage of revenue partially offsetting reductions in federal assistance and earlier declines in State-aid. However, even with the significant increase in State-aid appropriations for the FY 1989-91 biennium of over $9.3 million, property taxes still provide a greater share of Community College revenue.

While the option to levy a local property tax is fundamental to the concept of local control, the steady decline in the proportion of State-aid support puts increased fiscal strain on local taxpayers. When State-aid declines perceptibly below the local tax contribution, Areas have two options: raise local taxes and/or cut services. However, with the scheduled imposition of a 4 percent lid passed by the Legislature and signed by the Governor as part of the reform of elementary-secondary school finance, the Community Colleges could once again be forced to cut or delay needed programs if State-aid does not keep pace with growth and inflation and the demand for new and expanded services. Property tax increases are constrained by both political reality and statutory limit. Areas, by a three-fourths vote of their Boards, may exceed the general levy limit set in statute. Two Areas are already above this general levy limit and other Areas are at or approaching the limit. If local control is to remain viable, and if State-aid were to decline, the only option open to the Areas will be to reduce current services. As previously stated, the Community Colleges are the major providers of applied technology education, access to postsecondary education for non-traditional students, and industrial development job training. Program cuts will affect all of these areas, as well as limit the creation of new programs required by innovations and advancements in technical fields. This will not only limit in-state occupational options for Nebraska students, it can retard the state's economic development as well.

*FIGURE 15*

**NEBRASKA COMMUNITY COLLEGE AREAS**
**SOURCES OF REVENUE**
*FY 1976-77 AND FY 1987-88*

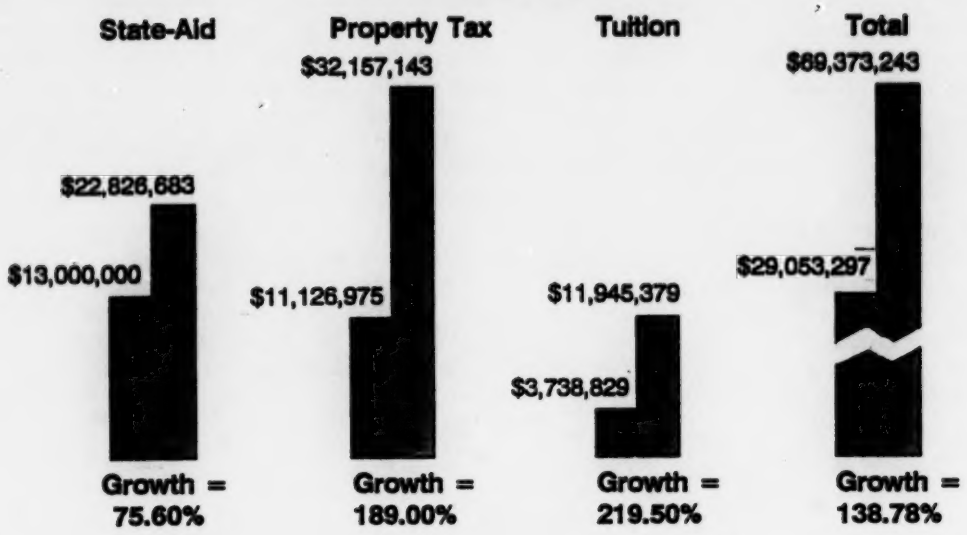
| REVENUE SOURCE | ACTUAL REVENUE 76-77 | % OF TOTAL |
|---|---|---|
| Local Taxes | $11,126,975 | 38.30 |
| State-Aid | 13,000,000 | 44.75 |
| Tuition | 3,738,829 | 12.86 |
| Other Revenue | 1,187,493 | 4.09 |
| Totals | $29,053,297 | 100.00 |

| REVENUE SOURCE | ACTUAL REVENUE 88-89 | % OF TOTAL |
|---|---|---|
| Local Taxes | $32,157,143 | 46.35 |
| State-Aid | 22,826,683 | 32.90 |
| Tuition | 11,945,379 | 17.22 |
| Other Revenue | 2,444,038 | 3.52 |
| Totals | $66,985,013 | 99.99 |

*FIGURE 16*

**NEBRASKA COMMUNITY COLLEGE FUNDING**

*FY 1976-77 TO FY 1988-89*




## EXPENDITURES

By Program and Object: Figures 17 and 18 reflect total Community College Area expenditures for FY 1988-89. Figure 17 shows expenditures by Program Classification Structure (PCS), a system designed to provide program and expenditure comparisons for postsecondary education nationwide. Almost 50 percent of all Community College expenditures are made for instruction, including adult and continuing education and community services. This is the highest percentage for instruction among public sector institutions, principally because the Community College focus is on teaching. In addition, the Colleges are not authorized to conduct research under current statutes and have relatively little non-instructional public service. The emphasis on instruction revealed by PCS expenditures reflects the basic role and mission assigned to the Community Colleges to provide two-year instructional programs and community service education.

Figure 18 shows Community College expenditures by Object Classification. Approximately 73 percent of all costs are for personal services. This reflects both national and state trends, and reveals the labor-intensive nature of postsecondary instruction. Of particular note are the relatively small amounts expended on travel and capital outlay. Self-imposed restrictions on these two objects reveal that, in recent years, off-campus staff development opportunities have been limited and replacement of facilities and equipment is being postponed. In other words, both human and physical capital are not being adequately renewed.

Neglect in these areas can have a number of negative effects on program quality. The Community Colleges, like other educational institutions, succeed primarily because of the enthusiasm and competence of their faculties. By restricting the opportunities of faculty members to attend conferences, to visit colleagues and other community colleges, and particularly, to return to businesses and industries on a temporary basis to update skills and knowledge, faculty renewal, upgrading, and rejuvenation are blunted, if not eliminated.

Similarly, the prolonged delay in replacing basic facilities and equipment as well as providing new, technically current, advanced resources can only diminish educational quality which is directly linked to

building state and national economic competitiveness, social and cultural growth, and global awareness. This is particularly true of the Community College Areas, which are more reliant on technologically current equipment. Without such equipment, the Colleges will find it difficult to provide technical training which is not obsolete before it is completed. Capital outlay is further restricted for the Areas by statutes that prohibit the expenditure of more than $200,000 on any single capital project. These issues will become increasingly serious if postsecondary financing, especially State-aid, does not keep pace with needs.

The publication *The Community College in America - A Short History* by the American Association of Community and Junior Colleges highlights the importance of adequately funding community colleges:

> *Today, the trend is for most state legislatures to be less generous with financial support, but state support remains vital to America's community colleges. For the most part, the partnership between state and locality is working well, for community colleges, with their local boards, are more responsive to local needs than any other segment of higher education.* (p. 12)

*FIGURE 17*

**NEBRASKA COMMUNITY COLLEGE AREAS**
**EXPENDITURES BY PROGRAM CLASSIFICATION SYSTEM (PCS)**
*FY 1988-89*

| PROGRAM CLASSIFICATION STRUCTURE | $ AMOUNT* | % OF TOTAL |
|---|---|---|
| 1.0 Instruction | 33,556,125 | 48.37 |
| 2.0 Research | 0 | 0.00 |
| 3.0 Public Services | 0 | 0.00 |
| 4.0 Academic Support | 7,764,536 | 11.19 |
| 5.0 Student Services | 4,857,571 | 7.00 |
| 6.0 Institutional Support | 12,918,306 | 18.62 |
| 7.0 Physical Plant | 8,978,433 | 12.94 |
| 8.0 Student Financial Aid | 1,298,308 | 1.87 |
| Totals | 69,373,279 | 99.99 |

* Figures taken from Budget Report & State-Aid Request for the Fiscal Year 1988-89 of the Nebraska Community College system

*FIGURE 18*

**NEBRASKA COMMUNITY COLLEGE AREAS**
**EXPENDITURES BY OBJECT**
*FY 1987-88*

| OBJECT CLASSIFICATION | $ AMOUNT* | % OF TOTAL |
|---|---|---|
| Personal Services | 50,622,923 | 72.97 |
| Operating Expenses | 15,045,735 | 21.69 |
| Travel | 738,786 | 1.06 |
| Capital Outlay | 2.965,835 | 4.28 |
| Totals | 69,373,279 | 100.00 |

* Figures taken from Budget Report & State-Aid Request for the Fiscal Year 1988-89 of the Nebraska Community College system

# COOPERATION, ARTICULATION, COORDINATION

## COOPERATION WITH BUSINESS AND INDUSTRY

Economic Development Activities. The Nebraska Community Colleges, largely because of their local governance, are able to develop and provide educational services that are adapted to and reflect community and regional needs. The enabling language in State Statute provides that every Community College Area should be "truly responsible to the people it serves." Voluntary coordination through the Nebraska Technical Community College Association provides continuity and cooperation among the six autonomous Areas for overall budget coordination, planning, and policy formulation.

The shared philosophy of all six Community College Areas is reflected in enabling and role and mission statutes, which describe the educational priorities, structure, and funding mechanism of the institutions. To help implement their philosophy and mission, all six Areas maintain partnerships with other educational institutions, agencies, businesses and organizations, both in their respective geographic boundaries and across the state. Such partnerships may take the form of training contracts with business and industry, articulation agreements with other institutions, both secondary or postsecondary, or mutual referral with government agencies.

The independent political structure of Nebraska's Community Colleges provides the kind of flexibility that allows them to respond quickly to identified needs of local communities and business and industry. The Colleges have been increasingly involved in economic development activities, including training and retraining employees at existing or new facilities, conducting business and industry needs assessments; making presentations to firms considering relocation in Nebraska or those which may be expanding within the state; and working with businesses, labor, and local government in industrial recruiting efforts. In addition, the Areas have all worked extensively with federal employment programs including the Manpower Development Training Act (MDTA), the Comprehensive Employment Training Act (CETA), and currently, the Job Training Partnership Act (JTPA). By combining a number of local, State, and federal resources and working cooperatively with business and industry and other educational institutions, the Community Colleges are often able to provide services that no single resource, institution, or program could deliver.

Local business representatives serve on career program advisory committees at the Community Colleges and industry CEOs from around the state comprise the NTCCA's Business Leaders Advisory Council, providing further communication and exchange with community employers. With the aid of these advisory councils, technical programs, job training, and local and state vocational policy are designed to meet the educational and occupational needs of students as well as industry manpower needs. Numerous cooperative agreements and contracts are maintained by all six Nebraska Community College Areas with business and State agencies involved in industrial and economic development and training (see Appendix II).

An extremely important development since FY 1988-89 has been a categorical State-aid fund for upgrading technical faculty and equipment.

## ARTICULATION WITH EDUCATIONAL INSTITUTIONS

The Issue of Credit Transfer: Credit transfer among sectors of postsecondary education is an important concern for many Nebraska students. Two separate issues exist for Community College students: 1) the matching of appropriate general education and prerequisite courses specifically designed for transfer to particular colleges and universities, and 2) the acceptance of credits earned in Community College applied technology programs by four-year institutions. Postsecondary institutions throughout the state are aware of the concerns regarding transferability of credit and have instituted numerous policies and procedures to assure credit transfer in the last ten years. This process has been aided significantly by the Nebraska Coordinating

Commission for Postsecondary Education, which conducted a thorough analysis of credit transfer. A substantial number of formal and informal agreements have been developed by both public and private institutions in the intervening years. Articulation agreements are maintained between the Community Colleges and secondary and postsecondary institutions throughout Nebraska (see Appendix III).

Whereas, articulation agreements between Nebraska's Community Colleges and four-year institutions are still mainly department to department, an ongoing credit transfer project at the University of Nebraska-Lincoln is a great step forward toward providing access to four-year degrees for all Nebraska Community College students. The new *University of Nebraska-Lincoln Transfer Handbook* is the product of a massive multi-year project by the University, entailing the review of all Community College courses beginning with direct interaction between the Community College and University department staffs and ending in a comprehensive, easy-to-use package detailing the applicability of each Community College course to University requirements. These efforts reflect the commitment of UNL and the Community Colleges to providing access to higher education for all Nebraskans and the University's high regard for the quality of students transferring from the state's Community Colleges. The efforts also reflect a commitment by the University and the Community Colleges to coordinate higher education for the benefit of all students and all citizens of Nebraska.

Cooperation in transferring credits would become even more significant if the role of community colleges in academic transfer were to expand as recommended by the Business-Higher Education Forum in its September 1988 report:

> *Reemphasize the role of the local community college as the 'bridge institution' connecting students with the world of work and with baccalaureate programs.* (p.22)

Credit transfer is also an issue between secondary schools and the Community College Areas. Every Community College has direct contact with most if not all high schools in its area. In addition, several Areas have detailed articulation agreements listing the high school courses and activities that will be accepted for Community College credit and describe the minimum skill competencies that must be achieved. Not only does this assure that identified high school credits will transfer, it also provides incentive to many secondary students to excel in given courses in order to gain advanced college standing. Although many agreements exist between high schools and the Community College Areas, the goal of the State Department of Education's Vocational Education Division and the Nebraska Technical Community College Association is to have formal articulation agreements for all secondary schools in Nebraska.

<u>Statewide Coordination</u>: While the Community Colleges' cooperative agreements are ample evidence of the Areas' commitment to cooperation, articulation and coordination across the state, the Board of Directors of the Nebraska Technical Community College Association felt that these efforts needed additional attention. In the fall of 1983, the NTCCA established a full-time office administered by an executive director to promote statewide coordination and cooperation among the Areas themselves, and between the Community Colleges and other local, state, and federal organizations and agencies. The NTCCA office continues to focus on opportunities for cooperation and coordination among the various concerned constituencies across the state. With the fiscal retrenchment of the mid-1980s and the budget lid passed for 1990-92 and the reexamination of government priorities, the Community College Areas realize that to continue to meet their Role and Mission obligations and fulfill their basic philosophic commitments, they must achieve even greater cooperation and pooling of resources both internally and externally. Such cooperation is a critical element in maintaining the diversity and quality of services of which the Nebraska Community Colleges are justly proud.

Though overall coordination of Nebraska higher education will change with voter approval of the constitutional amendment (LB 1141, 1990) granting broader powers to the Coordinating Commisssion for Postsecondary Education, the governance and internal coordination of the Community Colleges will remain unchanged as the LB 247 study committee report of November 1989, recommended, *that the present system of governance by regionally elected lay Boards of Governaor, over the six Nebraska Technical Community College Areas, with coordination and oversight by the Nebraska Technical Community College Association, be continued.*

# APPENDIX I

## COMMUNITY COLLEGE DEVELOPMENT IN THE UNITED STATES

National Development: Community College education in the United States has its roots in both secondary and university education. On the one hand, pressure from communities for education, including occupational training, beyond high school for local students gave rise to many two-year colleges. The public two-year schools were often extensions of secondary schools and under the governance of local boards of education. Thus, the concept that free, public education should extend to grades 13 and 14 has been a fundamental organizing principle of the community college movement from its inception. On the other hand, presidents of some of the more prestigious universities in the United States, including the University of Michigan, the University of Chicago, and Stanford University, felt that "higher" education should concentrate on the last two years of undergraduate work in which students began to specialize in disciplines, and on graduate education and research. Thus, they advocated the creation of a system of two-year "junior" colleges which would provide the general education component of university education, and in the process, would discriminate between those capable of continuing in "higher" education and those who were not.

The modern community college, then, arose from what might be considered two opposite forces: the desire to elevate universities by emphasizing research and scholarship, and the desire to expand postsecondary education to increasing numbers of high school graduates. Both of these forces advocated greater access to postsecondary education, although for different reasons. The first community colleges, established around 1900, then were designed to accomplish these somewhat antithetical roles. They were to place post-high school education within reach of more students, at the same time relieving the pressure on universities to accept more freshmen. The number of junior colleges grew rapidly, from twenty in 1909 to 170 by 1919. Then by 1922, just two decades after their founding, 37 of 48 states had junior colleges. The colleges were established in every state but five by 1930 and numbered 450 (over 60 percent private). Originally, the majority of two-year colleges were private institutions. A total of 137 of the 207 junior colleges operating in 1922 were privately supported institutions. The number of private junior colleges peaked in 1949 at 322. Since 1952, the majority of students enrolled in two-year colleges have been in public institutions; by 1974, more than 80 percent of students enrolled in two-year institutions were in public colleges.

A study of community colleges for the Brookings Institution noted that, "Publicly supported community colleges are one of the greatest educational success stories of the last two decades." The greatest increase in community college growth and public acceptance occurred during the 1960s and early 1970s. For several years during this period, an average of one new community college per week was opened. The increase in public community college enrollments from 1960 to 1972 was a striking 930 percent, compared to 220 percent for all of higher education. Since 1975, approximately half of all first-time college students have enrolled in community colleges, which are serving increasing numbers of older, part-time students, indicating that community colleges play a significant role in postsecondary education in the United States.

There are several reasons for the rapid growth of the community colleges during the 1960s and 1970s. First, the post-World War II "Baby Boom" generation came of college age and states had to expand dramatically the number of higher education institutions to accommodate these students. Second, community colleges pioneered the open-door philosophy, which provides the opportunity of higher education for larger numbers of people, especially those who cannot gain admission to more selective institutions. This philosophy was enhanced by the emphasis placed on equal educational opportunity during these years. Enrolling more minority students became an important goal of community colleges. Two-year institutions also place increasing emphasis on the enrollment of older students most of whom can study only part-time. Finally, the growth of community colleges resulted partly from the profusion of demands placed on education at every level. Education has been viewed for at least three decades as a way to help address a variety of social and personal ills, including race, sex, and age discrimination. Community colleges have tended to view their mission as

including such responsibilities and have generally offered greater access to education for minorities, older adults, displaced homemakers, blue collar workers, and students who performed poorly in high school.

However, "more than any other single factor, access depends on proximity," states the most definitive history on American community colleges, *The American Community College*, by Arthur M. Cohen and Florence B. Brawer, Jossey-Bass Publishers, 1982. "Hence, the advent of the community college as a neighborhood institution did more to open higher education to broader segments of the population than did its policy of accepting even those students who had not done well in high school." That the growth of community colleges in the U.S. was rapid is evidenced by the fact that enrollment in community colleges jumped from just over one-half million to more than two million from 1960 to 1970 and to more than four million by 1980.

Early Definitions: Probably the earliest definitive statement of the community college's role in opening postsecondary education to the general public is the Truman Commission Report of 1947. This document outlined the critical role of the community college in the democratization of higher education: "As one means of achieving the expansion of educational opportunity and the diversification of educational offerings it considers necessary, this Commission recommended that the number of community colleges be increased and that their activities be multiplied." The Truman Commission (actually, the President's Commission on Higher Education) placed the two-year college in the category of higher education. This has been critical because it helped to guarantee that community colleges would come under the umbrella of the Higher Education Acts that played such a key role in shaping postsecondary education in the 1960s and 1970s. Moreover, the report virtually ended the debate over whether the public two-year college was to be considered grades 13 and 14 of high school, or a part of higher education.

From their beginning until the 1940s, two-year colleges were most often labeled "junior colleges." Many were feeder institutions for four-year colleges and universities and were often branch campuses of those schools, providing freshman and sophomore courses either on the parent institution's campus or at a distant site. Others were supported by state funds and controlled by state boards; were district junior colleges, usually organized by a secondary school district; or were local colleges formed by private groups.

In 1922, the American Association of Junior Colleges (AAJC) defined the junior college as "An institution offering two years of instruction of strictly collegiate grade." In 1925, this definition was modified slightly to include the concept that, "The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood that in this case, also, the work offered shall be on a level appropriate for high school graduates." But the AAJC also maintained its original declaration of "strictly collegiate grade" programs, and said that where the colleges featured courses usually offered in the first two years by senior institutions, "these courses must be identical, in scope and thoroughness, with corresponding courses of the standard four-year college." California, in fact, has required that courses in the community colleges be equivalent to and accepted by all state universities.

The proliferation of public community colleges during the 1950s and 1960s changed the complexion of higher education in America as well as the named applied to the institutions. The colleges more and more answered the needs of the communities in which they were located, broadening their curricula and clientele. The term "junior college" was more often applied to the lower-division branches of private universities and to two-year colleges supported by churches or organized independently, while "community college" came gradually to be used for comprehensive, publicly supported institutions. By the 1970s the term "community college" was usually applied to both types. Again, it was the 1947 Truman Commission Report that stressed the importance of community versus junior colleges. The commission suggested that "... the name 'community college' be applied to the institution designed to serve chiefly local community education needs ... (in the) community it serves."

Expanding Roles: There is an occasional temptation to define the community college as any two-year institution that awards the associate of arts or science as its highest degree. However, this overlooks the many diverse functions of a true community college. Role and mission established by legislation in many states

include academic transfer preparation, vocational-technical education, continuing education, and community service.

Academic transfer studies have been important features of community colleges from their beginnings. In addition to assisting four-year institutions by providing lower-division instruction, these academic transfer offerings proved highly successful in making higher education, as a whole, more accessible to greater numbers of people. By the late 1970s, two-thirds of all minority students and fully 40 percent of first-time, full-time college freshmen were enrolled in community colleges. Academic transfer offerings at community colleges also have had wide appeal for students in vocational/technical specialties, who might otherwise not have enrolled in traditional academic courses.

Vocational/technical education also was a part of two-year college plans in most states from the early 1900s. Dubbed "career education," these programs taught skills not available in high schools. By the 1970s, the percentage of students in community college career education programs had equalled that in collegiate programs and continued to rise. With the inclusion of postsecondary occupational education at the college level, however, educators have been careful to point out that, "Skill training alone is not sufficient to qualify an institution for the appellation 'community college'; a general education component must be included in the occupational programs."

Continuing education, remedial programs, and community service, unlike academic transfer and vocational/technical education have developed as community colleges have grown. Continuing education programs expanded rapidly, particularly after the 1940s. As more and more adults returned to college and the level of performance of high school graduates dropped, remedial education (also termed developmental, preparatory, or compensatory studies) grew rapidly, particularly in the 1970s. That coupled with the greater percentage of people entering college, made compensatory education mandatory to assure educational opportunity. Community service by community colleges was started by the colleges, particularly rural colleges, that also served as community cultural centers. In the American Association of Community and Junior Colleges Directory of 1989, the AACJC estimates there are 5.3 million community education participants. These are predominantly people enrolled in short courses, workshops, and noncredit programs at the more than 1,200 two-year colleges in the U.S. In the 1980s, community colleges nationally have greatly expanded their role in providing job training, retraining and updating for employees of business and industry. This was in contrast to the development of Nebraska's community colleges, which served business and industry from its earliest days.

Whether for occupational training or a continuation of academic education, Nebraska's community colleges were established to meet local and state needs, not the requirements of traditional "higher" education, where there had long an apprehension toward considerations of the needs of business as a factor in curricula development, according to Cohen and Brawer. Education, it was felt, had little to do with preparing people for the world of work; job training was perceived as the business of employers. That view, which persisted into this century at other than land-grant universities, ignored the real needs of business, especially small businesses, and students who wanted both a liberal arts education and training that would fully prepare them for the work world. This was especially true for those wanting to remain in agricultural or rural areas, where technical needs were very specific and access to higher education was usually very limited. In Nebraska, considerations of these needs took precedence. The development of the community college system in Nebraska based on this practical philosophy, which gave first priority to students' and communities' needs, now gives Nebraska an edge in serving business and industry through employee training, retraining and upgrading, a service which is rapidly evolving at community colleges around the country as a primary role along with vocational-technical, academic, continuing education, and remedial programs, and community service, as community colleges have grown.

However, the functions of community colleges overlap. Transfer, technical, and continuing education demand some of the same course work: one student's vocational-technical program requirement is another's continuing education. By 1980, a greater percentage of students who had completed community college vocational/technical training were transferring to four-year institutions than those who had completed

designated collegiate programs. Thus, the multifaceted structure of the community college has allowed many students to combine its many aspects to meet their individual educational goals.

Continued Growth: It is not surprising that community colleges are the one group of institutions for whom substantial continuing enrollment growth was projected for the 1980s. The development of community colleges outside of the traditions and strictures of either secondary or university models has allowed them to be more experimental and innovative in the development and delivery of instruction, for example, in service to business and industry with either on-campus or on-site training. Even though it was projected that the 18-year-old population would decline by roughly 25 percent between 1979 and 1992, community colleges have demonstrated an ability to offer programs that attract older, part-time students. Their projected growth is partially based on the continuation of this trend. Community Colleges also have demonstrated a willingness and an ability to adapt rapidly to changing needs and circumstances, and most observers credit this flexibility as another factor that will help them survive, and even flourish, in the decade ahead, especially in service to business and industry.

# APPENDIX II

## NEBRASKA COMMUNITY COLLEGE ROLE AND MISSION ASSIGNMENTS

**85-917. LEGISLATIVE INTENT.** The Legislature hereby declares that it is the intent and purpose of this act to provide statements of role and mission for the state's systems and institutions of postsecondary education which will:

(1) Provide for a coordinated state system of postsecondary education;

(2) Provide for the maintenance and development of quality postsecondary educational programs and services for all citizens in all regions of the state;

(3) Insure student and community access to comprehensive educational programs;

(4) Limit unnecessary program and facility duplication through a coordinated planning and review process;

(5) Encourage statewide long-term academic and fiscal planning for postsecondary education in the state;

(6) Establish a legislative review process to insure that (a) role and mission statements are updated as necessary and (b) postsecondary institutions are complying with role and mission assignments and are serving a valuable purpose to the state within their current role and mission assignments; and

(7) Provide a mechanism for (a) implementing an extensive change in the scope, role, and mission of a campus, (b) closing a campus, (c) merging campuses, and (d) changing a campus to serve a completely different public purpose. (Laws 1978; 1984.)

**85-918. DEFINITIONS; SECTIONS FOUND.** For purposes of this act, unless the context otherwise requires, the definitions found in sections 85-919 to 85-932 shall be used. (Laws 1978.)

**85-919. INSTRUCTIONAL ACTIVITIES, DEFINED.** Instructional activities shall mean those degree credit and nondegree credit courses and programs delivered to complete specific degree and nondegree learner objectives. (Laws 1978.)

**85-920. RESEARCH ACTIVITIES, DEFINED.** Research activities shall mean those activities intended to create new knowledge or provide for the application of existing or newly created knowledge. Research activities may be carried out in conjunction with a system or area's instructional program or as a separately identifiable activity. (Laws 1978.)

**85-921. PUBLIC SERVICE ACTIVITIES, DEFINED.** Public service activities shall mean those programs established to make available to the public the particular resources of a system, area, or institution for the purpose of responding to a statewide, regional, or community need. Within this category may be included the following activities:

(1) Direct patient care; (2) health care supportive services; (3) community services; (4) cooperative agricultural extension; (5) public broadcasting services; and (6) cultural and recreational activities. Adult, basic, and continuing education programs or services shall not be included in the subcategory of community services. (Laws 1978.)

**85-922. PROGRAM RESPONSIBILITY, DEFINED.** Program responsibility shall mean a system, area, or institution having designated statewide or regional administrative, planning, and academic responsibility for a general or specific program area. (Laws 1978.)

**85-923. COOPERATIVE PROGRAM DELIVERY, DEFINED.** Cooperative program delivery shall mean the provision for two or more systems, areas, or institutions to participate in the planning or delivery of a program or service in a specific or general area; with one system, area, or institution having administrative and academic responsibility for the program. (Laws 1978.)

**85-924. REGIONAL PROGRAM RESPONSIBILITY, DEFINED.** Regional program responsibility shall mean an identifiable geographic area for service delivery by a system, area, or institution. The intrastate or interstate area or region serves as the base for justifying existing and proposed new or expanded program responsibilities. (Laws 1978.)

**85-925. COMPREHENSIVE DEGREE OFFERINGS, DEFINED.** Comprehensive degree offerings shall mean the awarding by a system, area, or institution of degrees, including but not limited to associate, bachelor's, master's, specialist, or doctorate, in a variety of academic or vocational program areas. (Laws 1978.)

**85-926. GENERAL ACADEMIC TRANSFER PROGRAMS, DEFINED.** General academic transfer programs shall mean those one or two-year degree credit programs, at the associate degree level or below, intended by the offering institution for transfer into a baccalaureate program. Programs in this category may include the award of a formal degree upon completion of the program. (Laws 1978.)

**85-927. VOCATIONAL-TECHNICAL PROGRAMS, DEFINED.** Vocational-technical programs shall mean those instructional programs, at the associate degree level or below, intended to prepare individuals for immediate entry into a specific occupation or career. The primary intent of the institutions offering vocational-technical programs shall be that such programs are terminal programs. Programs in this category may include the award of a formal degree, diploma, or certificate upon completion of the program. (Laws 1978.)

**85-928. BACCALAUREATE GENERAL ACADEMIC, DEFINED.** Baccalaureate general academic shall mean those degree programs intended by an institution to prepare an individual to function in a variety of different career areas or to prepare such individual for further academic study. Programs at this level shall allow an individual to acquire a general education at the baccalaureate level in arts, sciences, and humanities. (Laws 1978.)

**85-929. BACCALAUREATE OCCUPATIONAL, DEFINED.** Baccalaureate occupational shall mean those degree programs intended by an institution to prepare an individual for a specific occupation or career. Such programs include but are not limited to: (1) Agriculture and natural resources; (2) communications; (3) business and management; (4) computer and information sciences; (5) home economics; (6) fine and applied arts; and (7) specific areas in the social sciences. (Laws 1978.)

**85-930. BACCALAUREATE PROFESSIONAL, DEFINED.** Baccalaureate professional shall mean those degree programs intended by an institution to prepare an individual for certification or licensure by a national, regional, or state level certifying or licensing agency. Such programs include but are not limited to: (1) Engineering; (2) education; (3) allied health professions; (4) nursing; and (5) architecture. (Laws 1978.)



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**85-931. GRADUATE DEGREE PROGRAMS, DEFINED.** Graduate degree programs shall mean those programs for which the following degrees are awarded:

(1) First professional degree being the first earned degree in the following fields: (a) Dentistry; (b) medicine, general; (c) optometry; (d) osteopathic medicine; (e) pharmacy; (f) podiatry; (g) veterinary medicine; (h) chiropractic; (i) law, general; and (j) theology, general;

(2) Master's degree being the earned degree carrying the title Master. The master's degree is the first advanced graduate degree conferred in professional programs and general academic and occupational programs.

Master's degree professional programs include but are not limited to: (a) Engineering; (b) education; (c) allied health professions; (d) nursing; (e) architecture; (f) community and regional planning; (g) dentistry; (h) medicine, specialties; (i) optometry; (j) osteopathic medicine; (k) pharmacy; (l) podiatry; (m) social work; (n) veterinary medicine; (o) chiropractic; (p) law, specialties; and (q) theology, specialities.

Master's degree programs in general academic and occupational areas include but are not limited to: (a) Mathematics; (b) languages; (c) biological and physical sciences; (d) letters; (e) fine arts; (f) social sciences; (g) agriculture and natural resources; (h) communications; (i) business and management; (j) computer and information sciences; (k) home economics; and (l) fine and applied arts; and

(3) Doctoral degree being an earned academic degree conveying the title of Doctor. Doctoral degrees include but are not limited to: Doctor of Philosophy; Doctor of Education; and Doctor of Arts. (Laws 1978.)

**85-932. CONTINUING EDUCATION FOR OCCUPATIONS AND PROFESSIONS, DEFINED.** Continuing education for occupations and professions shall mean training or education that is not a part of a terminal degree or certificate program, but is related to an individual's existing or proposed area of occupation or profession. (Laws 1978.)

**85-933. EXPENDITURES IN CONFLICT WITH ROLE AND MISSION ASSIGNMENTS; PROHIBITED.** No funds generated or received from a General Fund appropriation, state aid assistance program, or receipts from a tax levy authorized by statute shall be expended in support of programs or activities which are in conflict with the role and mission assignments applicable to the University of Nebraska, state colleges, or technical community colleges under this act. (Laws 1978; 1979.)

**85-934. NONDEGREE RECREATIONAL AND AVOCATIONAL COURSES; SELF-SUPPORTING; EXCEPTION.** All direct costs of nondegree recreational and avocational courses shall, on the average, be self-supporting through student tuition and fee charges or designated grants or contracts by July 1, 1979. This section shall not apply to the Cooperative Extension Service of the University of Nebraska. (Laws 1978.)

**85-935. UNIVERSITY OF NEBRASKA SYSTEM; ROLE AND MISSION ASSIGNMENTS; SECTIONS APPLICABLE; BOARD OF REGENTS; ADOPT POLICIES.** The role and mission assignments enumerated in section 85-936 to 85-948 shall apply to the University of Nebraska system and its campuses. Such assignments shall prohibit, limit, or restrict only those programs or services provided for under such sections. The Board of Regents of the University of Nebraska shall adopt and promulgate policies and procedures necessary to assure compliance with this act. (Laws 1978.)

**85-936. UNIVERSITY OF NEBRASKA; PUBLIC SERVICE ACTIVITIES; STATEWIDE RESPONSIBILITY.** The University of Nebraska shall have statewide responsibility for public service activities. (Laws 1978.)

**85-937. UNIVERSITY OF NEBRASKA; DEGREE PROGRAMS; SOLE RESPONSIBILITY.** The University of Nebraska shall have sole responsibility for doctoral degree programs, first professional degree programs, cooperative agricultural extension programs, and other degree programs and services specifically provided for by law. The first professional degrees, as defined by the Integrated postsecondary Education Data System, offered by the University of Nebraska shall be medicine, law, dentistry, and pharmacy. (Laws 1978; 1988.)

**85-938. UNIVERSITY OF NEBRASKA; MAINTAIN GRADUATE COLLEGE AND FACULTY STATUS.** The University of Nebraska is encouraged to maintain its existing single university-wide graduate college and maintain for its graduate faculty all rights, privileges, and responsibilities associated with graduate faculty status. (Laws 1978.)

**85-939. UNIVERSITY OF NEBRASKA; CONTINUING EDUCATION SERVICES; STATEWIDE RESPONSIBILITY.** The University of Nebraska shall have statewide responsibility for continuing education services at the baccalaureate, graduate, and professional levels. (Laws 1978.)

**85-940. COOPERATIVE GRADUATE DEGREE PROGRAMS; DEVELOPMENT; PROCEDURE.** To encourage the development and delivery of new cooperative graduate degree programs between the University of Nebraska and state college systems:

(1) When one or both boards perceive the need for a new cooperative graduate program which is not authorized under this act, the boards shall advise one another of the need for a new graduate program;

(2) Utilizing existing resources, the boards may jointly authorize and carry out a needs assessment study for the new cooperative graduate program. Such study shall include: Manpower and student demand needs justifying the program and multiple year personnel, operating costs, and facility needs;

(3) If the boards determine the new cooperative graduate program is needed, based on the assessment study, the boards may include in the budget request for their system for the next fiscal period a separate new program request for the proposed graduate program; and

(4) The boards are directed to carry out the provisions of this section with respect to a cooperative graduate program in business administration at Kearney State College. The boards are authorized to submit their findings as a special budget request prior to November 15, 1978. (Laws 1978.)

**85-941. UNIVERSITY OF NEBRASKA; CERTAIN GRADUATE PROGRAMS; BACCALAUREATE PROFESSIONAL PROGRAMS; AGRICULTURE AND NATURAL RESOURCES PROGRAMS; RESPONSIBILITIES.** The University of Nebraska shall have sole responsibility for all graduate programs at the specialist and master's degree level and all baccalaureate professional programs throughout the public sector of postsecondary education in Nebraska; with the exception of programs in education and other areas authorized by the Legislature at the four state colleges. The University of Nebraska shall have primary

responsibility for instruction in agriculture and natural resources and primary statewide responsibility for research and public service in agriculture and natural resources. All baccalaureate and baccalaureate transfer programs in agriculture and natural resources initiated after July 1, 1978, at state colleges and technical community colleges shall be conducted in cooperation with the University of Nebraska. (Laws 1978; 1984.)

85-942. UNIVERSITY OF NEBRASKA; MISSION; PRIORITIES. It is recognized that as the state's land grant institution the University of Nebraska is engaged in instruction, research, and public service, and that these three parts of the university's mission are interdependent. However, when viewed in its entirety, the university's first priority shall be undergraduate instruction, the university's second priority shall be graduate and professional instruction and research, and the university's third priority shall be public service. (Laws 1978.)

85-943. UNIVERSITY OF NEBRASKA; ASSOCIATE DEGREE, DIPLOMA, AND CERTIFICATE-IN-COURSE; PROGRAMS OFFERED. The University of Nebraska may continue to offer the associate degree, diploma, and certificate-in-course in agriculturally related fields, radiologic technology, radiation therapy, nuclear medicine technology, and engineering technology. The University of Nebraska shall not offer associate degrees or less than associate-degree-level diplomas or certificates-in-course after September 1, 1980, in other than designated programs. (Laws 1978; 1988.)

85-944. UNIVERSITY OF NEBRASKA; HEALTH PROFESSIONS PROGRAMS; PRIORITIES. The University of Nebraska's programs in the health professions shall serve the health care needs of the State of Nebraska. The University of Nebraska, in cooperation with state and regional health planning agencies, shall conduct a continuing study of the state's health care needs and adjust program services to reflect changing conditions. The University of Nebraska's health professions programs shall have as their first priority the training of physicians, dentists, nurses, pharmacists, and allied health professionals. Special emphasis and priority shall be placed on education and training of physicians for the primary care specialities of: (1) Family practice; (2) internal medicine; (3) pediatrics; and (4) obstetrics-gynecology. The second priority in the health professions programs shall be the provision of continuing education services for the health professions. The third priority for the health professions programs shall be research and public services in those areas related to the health professions. (Laws 1978.)

85-945. UNIVERSITY OF NEBRASKA AT OMAHA; URBAN ORIENTED PROGRAMS; PRIMARY RESPONSIBILITY. The University of Nebraska at Omaha shall continue to be the primary unit within the University of Nebraska for urban oriented programs. There shall be no duplication of administrative responsibility for any urban oriented program among units of the university. (Laws 1978.)

85-946. UNIVERSITY OF NEBRASKA-LINCOLN; DOCTORAL AND POSTDOCTORAL PROGRAMS; PRIMARY RESPONSIBILITY; EXCEPTION. The University of Nebraska-Lincoln shall continue to be the primary unit within the University of Nebraska for doctoral and postdoctoral programs except in health-related disciplines. There shall be no duplication of administrative responsibility for any doctoral or postdoctoral program among units of the university. (Laws 1978.)

85-947. UNIVERSITY OF NEBRASKA MEDICAL CENTER; HEALTH-RELATED PROGRAMS; PRIMARY RESPONSIBILITY. The University of Nebraska Medical Center shall continue to be the primary unit within the University of Nebraska for programs in the health-related disciplines. There shall be no duplication of administrative responsibility for any health-related program among units of the university. (Laws 1978.)

85-948. UNIVERSITY OF NEBRASKA; PROGRAMS; SOLE RESPONSIBILITY; EXCEPTION; JOINT ADVISORY COMMITTEE; ESTABLISHED; PURPOSE. The University of Nebraska shall have sole responsibility for baccalaureate, first professional, master's, and doctoral programs in the health professions to include medicine, dentistry, pharmacy, nursing, and the allied health professions, with the exception of the baccalaureate nursing program at Kearney State College and baccalaureate programs in the allied health professions established at the state colleges prior to June 1, 1977.

A representative from the University of Nebraska, the technical community college areas, the state colleges, the independent colleges and universities, the Nebraska Coordinating Commission for Postsecondary Education, and the Department of Health shall establish a joint advisory committee to insure coordinated program development and delivery in nursing education. The committee shall develop a preliminary plan for nursing education by November 15, 1988, which shall include, but not be limited to: (1) The identification of current and future nursing education needs; (2) the identification of necessary procedures to better coordinate existing nursing programs and to coordinate new programs with existing programs; (3) the development of uniform procedures and formats for documenting program need, cost, impact on other programs, and availability of appropriate clinical experiences; and (4) the development of policies and procedures to promote maximum educational mobility and transfer of course credit between different levels of nursing education and licensure. A copy of the preliminary plan shall be delivered to the Nebraska Coordinating Commission for postsecondary Education and the Board of Nursing by November 21, 1988. The commission and the board shall make comments regarding the plan and report such comments to the Education Committee and Appropriations Committee of the Legislature by January 16, 1989.

All new and existing nursing programs shall provide documentation concerning current and projected program need, cost, impact on other programs, availability of appropriate clinical experiences, policies and procedures for transfer of credit and educational mobility, and any other data required by the plan for nursing education. Documentation for existing programs shall be completed by December 31, 1989, or by the program review date established with the Nebraska Coordinating Commission for Postsecondary Education, whichever is later. Documentation shall be submitted to the appropriate institutional governing board and the Nebraska Coordinating Commission for Postsecondary Education and intergrated into the plan for nursing education when available. Documentation for new programs shall be completed and submitted to the appropriate institutional governing board and the Nebraska Coordinating Commission for Postsecondary Education before programs may be initiated. All documentation shall be made available to the public on request.

The joint advisory committee shall update the plan for nursing education as needed but not less often than biennially. Existing programs shall redocument program need every five years beginning on December 31, 1989. (Laws 1978; 1981; 1988.)

85-949. STATE COLLEGE SYSTEM; ROLE AND MISSION ASSIGNMENTS; SECTIONS APPLICABLE; BOARD OF TRUSTEES; ADOPT POLICIES. The role and mission assignments enumerated in sections 85-950 to 85-958 shall apply to the

state college system and its institutions. Such assignments shall prohibit, limit, or restrict only those programs or services provided for under such sections. The Board of Trustees of the Nebraska State Colleges shall adopt and promulgate policies and procedures necessary to assure compliance with this act. (Laws 1949.)

85-950. STATE COLLEGES; PUBLIC SERVICE AND CONTINUED EDUCATION ACTIVITIES; REGIONAL RESPONSIBILITY; EXCEPTION. The state colleges shall have regional responsibility for public service and continuing education activities, except in areas where such colleges have the ability to provide a particular service on a statewide basis. (Laws 1978.)

85-951. STATE COLLEGES; INSTRUCTIONAL PRIORITIES. The state colleges, collectively and individually, shall have as their first instructional priority the provision of baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs in education. The colleges' second instructional priority shall be master's programs in education and other areas authorized by the Legislature. Such colleges' third priority shall be the continuation and development of applied research and public service activities. The colleges' fourth priority shall be the awarding of the specialist degree in education. (Laws 1978; 1984.)

85-952. STATE COLLEGES; PROGRAMS PERMITTED; LIMITATIONS; REPORT. The state colleges may continue to deliver academic transfer and preprofessional associate degree programs for which a degree may be awarded. The state colleges shall not independently award the associate degree, diploma, or certificate for terminal vocational technical programs after September 1, 1980. The Board of Trustees shall submit for review and approval by the Legislature, all associate degree programs to be offered pursuant to this section on or before November 15, 1978. (Laws 1978.)

85-953. STATE COLLEGES; APPLIED RESEARCH PROGRAMS; PURSUE AND DEVELOP. The state colleges may continue to pursue and develop applied research programs related to their instructional and regional responsibilities. (Laws 1978.)

85-954. STATE COLLEGES; MASTER'S DEGREE PROGRAMS IN EDUATION; GRADUATE BUSINESS COURSES; JOINT ADVISORY COMMITTEE; ESTABLISHED; MEMBERSHIP; DUTIES. The colleges are encouraged to develop master's level curriculum in educational technology and to explore innovative new areas for master's level instruction in the field of education. The state colleges may deliver, in consultation with the University of Nebraska, graduate courses in business to meet regional needs.

The state colleges and the University of Nebraska shall establish a joint advisory committee to ensure coordinated program development and delivery in offering the master's degree in business administration. Such joint advisory committee shall meet not later than June 15, 1984.

The joint advisory committee shall be composed of the following individuals or their designees: Two members of the Board of Regents of the University of Nebraska; two members of the Board of Trustees of the Nebraska State Colleges; the presidents of the University of Nebraska, Kearney State College, Wayne State College, and Chadron State College; the chancellors of the University of Nebraska-Lincoln and the University of Nebraska at Omaha; and the dean or head of business colleges or business divisions of the University of Nebraska-Lincoln, the University of Nebraska at Omaha, Kearney State College, Wayne State College, and Chadron State College. The Nebraska Coordinating Commission for Postsecondary Education shall provide staff services and assistance to the advisory committee.

The joint advisory committee shall conduct a study of options available to the state in making master of business administration degree programs available on a statewide basis. The study shall address the following factors: (1) Access to master of business administration degree programs in all areas of the state; (2) the needs of all areas of the state for master of business administration degree programs; (3) the cost-effectiveness of different methods of making master of business administration programs available on a statewide basis, including any additional personnel and software costs; (4) the resources currently available at the University of Nebraska and the state colleges for providing the services necessary to offer master of business administration programs; and (5) any other factors relevant to the goal of ensuring coordinated program development and delivery of a master of business administration program or programs on a statewide basis.

The joint advisory committee shall prepare a report for delivery to a joint meeting of the Legislature's Education and Appropriations Committees to be held not later than September 15, 1984, stating the options considered and making a recommendation or recommendations for a system to deliver master of business administration programs on a statewide basis in a coordinated and cost-efficient fashion.

On September 16, 1984, the membership of all members initially appointed to the joint advisory committee shall terminate. On or before September 20, 1984, the Board of Trustees of the Nebraska State Colleges and the Board of Regents of the University of Nebraska shall each appoint not more than four members to serve on the advisory committee. (Laws 1978; 1984.)

85-955. KEARNEY STATE COLLEGE; PROGRAMS AUTHORIZED. Kearney State College may maintain its existing baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs, and shall limit new baccalaureate degree programs to the needs of its unique service area generally defined as the state's central region. Subject to approval by the Board of Trustees of the Nebraska State Colleges, Kearney State College may independently award the master's degree in business administration. (Laws 1978; 1984.)

85-956. CHADRON STATE COLLEGE; PROGRAMS AUTHORIZED. Chadron State College may maintain its existing baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs, and shall limit new baccalaureate degree programs to the needs of its unique service area generally defined as the state's western region. Subject to approval by the Board of Trustees of the Nebraska State Colleges, Chadron State College may independently award the master's degree in business administration. (Laws 1978; 1984.)

85-957. PERU STATE COLLEGE; PROGRAMS AUTHORIZED. Peru State College may maintain its existing baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs, and shall limit new baccalaureate degree programs to the needs of its unique service area generally defined as the state's southeast region. Peru's cooperative master's degree program in education with the university may be maintained. (Laws 1978; 1984.)

85-958. WAYNE STATE COLLEGE; PROGRAMS AUTHORIZED. Wayne State College may maintain its existing baccalaureate general academic, baccalaureate occupational, and baccalaureate professional degree programs, and shall limit new baccalaureate degree programs to the needs of its unique service area generally defined as the state's northeast region. Subject to approval by the Board of Trustees of the Nebraska State Colleges, Wayne State College may independently award the master's degree in business administration. (Laws 1978; 1984.)

**85-959. TECHNICAL COMMUNITY COLLEGES; ROLE AND MISSION ASSIGNMENTS; SECTIONS APPLICABLE.** The role and mission assignments enumerated in sections 85-960 to 85-965 shall apply to the technical community college system and its areas and campuses. Such assignments shall prohibit, limit, or restrict only those programs or services provided for under such sections. (Laws 1978.)

**85-960. TECHNICAL COMMUNITY COLLEGES; PUBLIC SERVICE ACTIVITIES; RESPONSIBILITY.** The technical community colleges shall be responsible for public service activities within each area. (Laws 1978.)

**85-961. TECHNICAL COMMUNITY COLLEGES; RESPONSIBILITY IN LESS THAN BACCALAUREATE DEGREE PROGRAM AREAS.** The technical community colleges shall have, except in specified program areas, sole responsibility for the award of associate degrees, diplomas, and certificates in less than baccalaureate degree program areas. (Laws 1978.)

**85-962. TECHNICAL COMMUNITY COLLEGE AREAS; INSTRUCTIONAL AND SERVICE PRIORITIES.** The technical community college areas, individually and collectively, shall provide the following instructional and service priorities:

(1) Vocational technical programs and nondegree occupational education;

(2) General academic transfer degree programs at those campuses authorized for such programs; and

(3) Avocational and recreational courses. (Laws 1978.)

**85-963. TECHNICAL COMMUNITY COLLEGE AREAS; GENERAL ACADEMIC TRANSFER PROGRAMS; CAMPUSES PROVIDED; LIMITATIONS.** The technical community college areas may provide general academic transfer programs at the following campuses: Southeast Technical Community College Area at the Fairbury-Beatrice Campus; Central Technical Community College Area at the Columbus Campus; Metropolitan Technical Community College Area at the Fort Omaha Campus; Mid-Plains Technical Community College Area at the McCook and North Platte Campuses; Northeast Technical Community College Area at the Norfolk Campus; and Western Technical Community College Area at the Scottsbluff Campus. The delivery of general academic transfer program services shall be limited to those areas and campuses specifically provided for. The technical community college areas are encouraged to work in cooperation with the University of Nebraska and the state colleges for the provision of general academic transfer programs in the six technical community college areas. (Laws 1978; 1981; 1984.)

**85-964. TECHNICAL COMMUNITY COLLEGES; ACADEMIC COURSE INSTRUCTION AUTHORIZED.** The technical community colleges may provide such academic course instruction as may be necessary to support vocational-technical and occupational programs. (Laws 1978.)

**85-965. TECHNICAL COMMUNITY COLLEGE AREA; EDUCATION PROGRAMS; CONTRACT TO PROVIDE.** Any technical community college area or institution may contract to provide for the delivery of education programs within institutions operated by any state agency or within any geographic area administered by a federal agency or tribal authority. (Laws 1978.)

**85-966. ACT, HOW CONSTRUED.** The Legislature acknowledges the provisions of sections 10 and 13 of Article VII of the Nebraska Constitution. The provisions of this act reflect the philosophy of the State of Nebraska and shall be acknowledged as such and implemented by the Board of Regents of the University of Nebraska and the Board of Trustees for the Nebraska State Colleges. (Laws 1978.)

**85-967. LEGISLATIVE PERFORMANCE REVIEW AND AUDIT COMMITTEE; DUTIES.** The Legislative Performance Review and Audit Committee shall establish by June 30, 1979:

(1) A procedure for the review, updating, evaluation, and monitoring of the statutory role and mission assignments provided in this act; and

(2) File with the Executive Board of the Legislative Council by June 30, 1979, a report describing the information system and procedures established to carry out the provisions of this section. (Laws 1978.)

### (c) POSTSECONDARY EDUCATION INFORMATION SYSTEM

**85-968. LEGISLATIVE INTENT.** The Legislature hereby declares that it is the intent and purpose of sections 85-968 to 85-979 to provide for a state-level uniform information system for all public postsecondary education systems and institutions which will:

(1) Provide for a coordinated state-level information base regarding the activities of the public postsecondary education systems and institutions;

(2) Insure that the Legislature and other state and federal agencies obtain timely and accurate information concerning the programs, personnel, students, finances, and facilities of the state's postsecondary education systems and institutions;

(3) Establish procedures for the uniform definition and reporting of information;

(4) Avoid unnecessary, duplicative, and conflicting information requests by state-level agencies through the uniform definition and collection of data elements, identification of data necessary for annual reporting to the state, and development of uniform and comparable data classification systems;

(5) Provide information users and suppliers an opportunity to cooperatively develop and implement a uniform information system; and

(6) Establish an information base to support state-level planning, budgeting, and performance evaluation activities for postsecondary education. (Laws 1978.)

**85-969. TERMS, DEFINED.** For purposes of sections 85-968 to 85-979, unless the context otherwise requires:

(1) Board shall mean the Executive Board of the Legislative Council;

(2) Committee shall mean the Performance Review and Audit Committee of the Legislature;

# APPENDIX III
## FORMAL AND INFORMAL AREA COOPERATIVE AGREEMENTS

**Central Community College Area**

Four-Year Institutions

- Hastings College
- Kearney State College
- Other State Colleges
- University of Nebraska-Lincoln
- University of Nebraska-Omaha
- Bryan School of Nursing
- Midland Lutheran College
- Methodist College of Nursing
- Creighton Univ. - Mary Lanning Campus
- College of St. Mary
- University of Nebraska Medical Center
- Bellevue College

Two-Year Institutions

- Spencer School of Business
- Other Nebraska TCC Areas

High Schools

Cooperative Programming in place between Central TCC Area and most Area High Schools

Business and Industry

- Excel Corporation
- Appleton Electric
- Dana Corporation
- Glover Group
- Hastings Speedway
- Dahlstein's
- Bosh's, Inc.
- Fonner Park
- So-Fro Fabrics
- Great Plains Packaging
- Micro-Pro Computer Center
- Monroe Auto Equipment
- Loup Power District
- Columbus Cable TV
- Principal Financial Group
- Thermo King
- Watley's
- Grand Island Express
- Dutton Lainson
- Century Manufacturing
- Baldwin Manufacturing
- Ben Franklin's Store
- Marshalltown Instruments
- Ideal Basic Industries
- Reach Electronics
- New World Inn

Community, State, National, and Private Organizations

- Local Fire and Ambulance Services
- Boone County Community Center
- Columbus Agricultural Park
- Several Area Churches
- Several Community Centers
- Goodwill Industries
- Grand Island, Hastings YWCAs
- Several City Governments
- Street Aviation
- Upland American Legion Hall
- Johnson Lake, Elwood
- Educational Service Units 6 & 7
- Several Senior Citizens Centers
- Several Area Libraries
- Schuyler Oak Ballroom
- Hamilton County Sheriff's Department
- Grand Island Crisis Center
- Goldenrod Girl Scout Council
- Hastings Head Start
- Nelson Community Auditorium
- Chambers of Commerce
- 23 Hospitals & Other Health Care Providers

**Metropolitan Community College Area**

Four-Year Institutions

- Bellevue College
- Briar Cliff College
- Buena Vista College
- Chadron State College
- College of St. Mary
- Creighton University
- Kearney State College
- Midland Lutheran College
- Methodist College of Nursing and Allied Health
- Morningside College
- Nebraska Wesleyan University
- Northwest Missouri State University
- Peru State College
- University of Nebraska-Lincoln
- University of Nebraska-Omaha

Two-Year Institutions

- Iowa Western Community College
- Other Nebraska TCC Areas

High Schools

Cooperative Programming in place between Metropolitan TCC Area and most Area High Schools

Business and Industry

- People's Natural Gas
- Campbell Soup Co.
- Graphic Arts Guild
- Cargill
- Biomedical technology (several)
- OPPD
- Offutt Civilian Personnel
- American Institute of Banking
- Heating/Air Cond. Contractors (several)
- J.P. Originals
- Greyhound Western Information Center
- Signature Foods
- Occidental Nebraska
- Union Pacific Railroad
- Burlington Northern Railroad
- Weyerhauser
- Millard Processing Services
- Carpenters' Union
- Independent Plumbers
- Interline
- Chrysler Motors
- Bank of Bellevue
- Valmont Industries
- Norwest Bank
- US West
- AT&T
- Oilgear
- First Data Resources
- First National Bank
- FirsTier
- Prodata Corporation
- MCRI
- Schering Animal Health

Community, State, National, and Private Organizations

- Nebraska Custodial Association
- Nebraska Dept. of Economic Development
- Small Business Administration
- Local Fire and Ambulance Services
- Department of Correctional Services
- Associated Builders and Contractors
- Federal Reserve Bank
- Plastics Association
- Internal Revenue Service
- Girl Scouts of America
- Omaha Chamber of Commerce
- Job Training Partnership Act
- Nebraska Department of Health
- Offutt Air Force Base - Ed. Contract
- Credit Union Associations

**Mid-Plains Community College Area***

Four-Year Institutions

- Nebraska Plains Alliance of Colleges
- Kearney State College
- University of Nebraska Medical Center
- University of Nebraska-Lincoln

Two-Year Institutions

- Nebraska School of Technical Agriculture
- Other Nebraska TCC Areas

High Schools

Cooperative Programming in place between Mid-Plains TCC Area and most Area High Schools

Business and Industry

- Associated General Contractors
- Associates of Refrigeration Co.
- Becton-Dickinson
- Dayco
- Dowhower Construction
- General Contractors (several)
- Insurance Adjustors
- Mid-West Electric Corporation
- Midwest Office Supply
- Nebraska Machinery Co.
- New Car Dealers
- North Platte Telegraph
- Ogallala Electronics Manufacturing
- Pawnee Springs Ranch
- Pay-N-Pak
- Sargent Irrigation
- Simon Construction
- TRW

Community, State, National, and Private Organizations

- Nebraska Departments of Economic Devel. and Agriculture
- Job Training Partnership Act
- North Platte Airport Authority
- Public School & Public Building Custodians
- Custer County Power District
- Area Fire & Ambulance Services
- Nebraska Public Power District

* Agreements during 1987 (not updated)

**Northeast Community College Area**

Four-Year Institutions

- Wayne State College
- Other State Colleges
- Nebraska Christian College
- University of Nebraska-Lincoln
- University of Nebraska-Omaha
- University of Nebraska Medical Center
- Bellevue College
- College of St. Mary
- Clarkson College of Nursing
- Mt. Marty College, Yankton

Other Colleges and Proprietary Schools

- Western Iowa Tech. Community College
- Other Nebraska TCC Areas
- Norfolk Beauty College

High Schools

Cooperative Programming in place between Northeast TCC Area and most Area High Schools

Business and Industry

- Shopko Stores
- Cablecom
- 3M Corporation
- Scrap Iron & Metal Industries
- American Institute of Banking
- Iowa Beef Packers
- Goodyear Tire & Rubber
- Nucor Steel
- Ford Motor Co.
- John Deere
- Ekland Ignition Parts
- Ditzler, DuPont, Sherwin Williams
- Inter-Industry Conference on Auto Collision Repair
- Perfect Circle
- Everkol Air Conditioning
- Automatic Equipment
- American Manufacturing
- TRW
- Locktite
- Deutz
- Sherwood Medical Industries
- Energro-Olson
- Dale Electronics
- Nucor Cold Finish & Vulcraft Division
- Chrysler Corporation
- Dohrman Machine Co.
- Norco Feed Mills
- Restful Knights
- Great Dane
- Heritage Homes
- Hydraulic Components
- Norfolk Iron & Metal
- Waldbaums
- Mid-America Dairymen
- Nebraska Boxed Beef

Community, State, National, and Various Private Organizations

- 26 Hospitals & Health Care Providers
- Nebraska EMT Association
- Region IV Office Devel. Disabilities
- American Heart Assoc. & Red Cross
- American Cancer Society
- Area Senior Citizens Centers
- Boy Scouts Career Exploring Post
- Job Training Partnership Act
- Small Business Administration
- Internal Revenue Service
- Nebraska Departments of Economic Dev., Ag., Education, Labor, & Health
- Nebraska State Patrol
- Nebraska Rural Electric Association
- Nebraska State Electrical Division
- Nebraska Game & Parks Commission
- Nebraska Area on Aging
- Northeast Nebraska Fire Service
- Norfolk YMCA
- Norfolk Arts Center
- Norfolk Community Theater
- Norfolk Fire Division
- Norfolk Task Force on Domestic Violence
- Goldenrod Hills Community Action Agency
- Area Municipalities
- U.S. Department of Commerce
- Nebraska Technical Assistance Center
- N.E. Nebraska Venture Capital Network
- Northeast Nebraska Rural Development Group
- Northeast Area Chambers of Commerce
- Nebraska Custodial Association

**Southeast Community College Area**

Four-Year Institutions

- Peru State College
- Kearney State College
- University of Nebraska-Lincoln
- College of St. Mary's
- Wayne State College
- Chadron State College
- Nebraska Wesleyan
- Bishop Clarkson School of Nursing

Two-Year Institutions

- Other Nebraska TCC Areas

High Schools

Cooperative Programming in place between Southeast TCC Area and most Area High Schools

Business and Industry

- Hoover Universal Tote Products
- Store Kraft Industries
- ALPO
- Sundstrand
- Tempte
- Campbell Soup
- Burlington Northern
- Cushman
- Johnson Gear
- Brunswick Corporation
- General Motors
- John Deere
- Beatrice Concrete
- Chrysler Corporation
- EnonoFoods
- Exmark Manufacturing
- Goossen Industries
- Wellensiek Law Offices
- First National Bank - Syracuse
- Several Insurance Companies
- Prosnip (Petersen Manufacturing)
- Nebraska Boiler
- Kawasaki
- Land O'Lakes
- Welders Service Center
- Metromail
- Goodyear Tire and Rubber
- Waterbed, Inc.
- Auburn Consolidated Industries
- Control Data
- Gateway Merchants Association
- Square D
- Walker Manufacturing
- Beatrice National Bank
- Dempster Industries
- Encore Manufacturing
- F.D. Keys (Snapper)
- Natural Fibers Corporation
- Goracke Accounting
- Excel/DPM
- Several Associations
- 81 Restaurants, Motels, and Food Service Providers

Community, State, National, and Private Organizations

- Eastern Ambulance
- Several Child Care Centers, Homes
- UNL Maintenance
- Institute of Financial Education-Lincoln
- Lincoln Restaurant Association
- Lincoln Restaurant Association
- 25 Other Local Service Agencies
- Nebraska Dept. of Economic Development
- Nebraska Department of Agriculture
- 12 Other State & Federal Agencies
- Fillmore County Development Corp.
- Nebraska Retirement Systems
- Lincoln Dietetic Association
- International Brotherhood of Electrical Workers
- American Institute of Banking, Lincoln Chapter
- National Assoc. of Purchasing Mgrs., Lincoln Chapter
- Am. Production & Inventory Control Society-Lincoln
- 34 Organizations Offering Health Care Services
- 40 Diesel Truck Firms/Dealers
- 40 Diesel Ag Implement Firms/Dealers
- 20 Parts Distribution Firms/Dealers
- Job Training Partnership Act
- Gage County Industrial Corporation
- Water Resources Division of Nebraska

**Western Community College Area**

Four-Year Institutions

Chadron State College
University of Nebraska-Lincoln
University of Nebraska Medical Center

Two-Year Institutions

Other Nebraska TCC Areas

High Schools

Cooperative programming is in place between the Western TCC Area and most Area high schools.

Business and Industry

Midwec
Lockwood Corporation
Ford and GM Area Training Center
Local banks (several)
Dayco
The Egging Co.
K-N Energy
Western Valley Packing
Sidney-Lowe Railroad
Area businesses (several)
Kurt Manufacturing

Community, State, National, and Various Private Organizations

Nebraska Dept. of Economic Development
Job Training Partnership Act
Community Action Agency
Nebraska Department of Agriculture
Nebraska Department of Health
Regional West Medical Center

ERIC Clearinghouse for
Junior Colleges
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